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ABSTRACT

This book discusses topics designed to assist school leaders and teachers in creating safe schools. It explains how to develop, implement, and evaluate an anti-bullying program and describes how to teach students to use three methods when dealing with bullies (social skills, assertiveness, and conflict resolution techniques). Seven chapters focus on: (1) "The Bully, Victim, and Witness Relationship Defined"; (2) "Origins of Bully-Victim-Witness Behavior"; (3) "Implementing the Schoolwide Anti-Bullying Program"; (4) "Strategies for Managing and Preventing Bullying Behavior in the Classroom"; (5) "Strategies for Intervention"; (6) "Evaluating Anti-Bullying Initiatives"; and (7) "Legislation Regarding Bullying Behavior." (Contains 52 references.) (SM)

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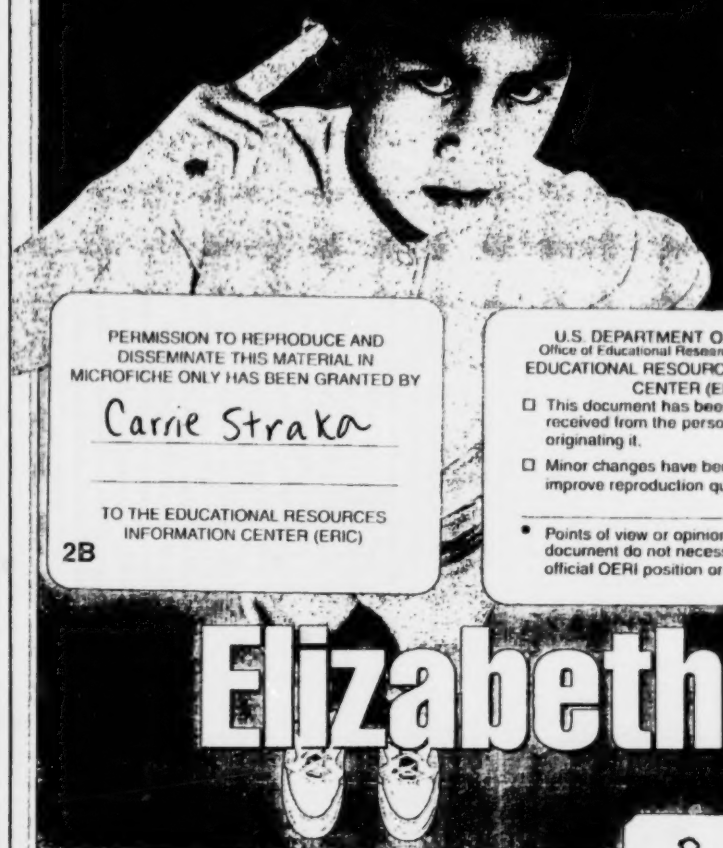
K–12

BULLY PREVENTION

Tips and Strategies for School Leaders and Classroom Teachers



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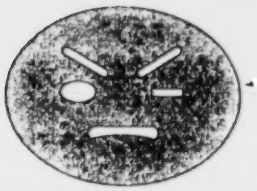

Bully Prevention

Tips and Strategies for School Leaders and Classroom Teachers

Elizabeth A. Barton, Ph.D.

SkyLight Professional Development

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Z Y X W V U T S R Q P O N M L K J I H G F E D C B A
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There are

one-story intellects,

two-story intellects, and

three-story intellects with skylights.

All fact collectors, who have no aim beyond their facts, are

one-story minds.

Two-story minds

compare, reason, generalize,

using the labors of the fact collectors

as well as their own.

Three-story minds

idealize, imagine, predict—their best illumination comes from above,

through the skylight.

—Oliver Wendell Holmes

Dedication

To my son Thomas.

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Introduction

THE ISSUE OF BULLYING AND SCHOOL SAFETY

Increasingly, youth across the nation are being confronted in their classrooms, in school hallways, and in their neighborhoods with fists, with knives, and with guns. Although statistics show the incidence of youth violence has decreased since 1997, nearly three million violent crimes still occur on or near school campuses each year, with increasingly tragic results (U.S. Department of Justice 1997).

From 1998 to 2000, students in California, Michigan, Colorado, Florida, and Arkansas have been affected by youth violence in their schools. Classmates and, in some cases, school faculty have been killed. Youth involved in these cases share few commonalities: the school violence occurred in rural, urban, and suburban settings, and it was perpetrated by children from both two-parent and single-parent households and from every socioeconomic status. In 2001, the Secret Service released its comprehensive report on youth violence in schools, exposing the possibility that violent youth actually did share a connection: being the victims of bullying in school. Charles Andrew Williams, a fifteen year old who reported that he was teased by peers, told friends of his plans to carry out violence at his school in Santee, California. Eric Harris and Dylan Klebold of Columbine, Colorado, reportedly endured endless bullying and teasing from the "jocks" at their school and targeted the athletes during their violent rampage. In instances in Littleton, Colorado, and Pearl, Mississippi, victimization of the violent perpetrators by bullies supports the Secret Service report and has created the perception of a strong causal connection between bully-victim relationships and youth violence in

schools. No empirical research has been conducted to draw a causal link between exposure to bullying and violence. Yet, friends and relatives of the perpetrators have described bullying as the "straw that broke the camel's back" and what turned these youth toward violence. Much has to be done in the field to determine if victimization by school bullies places youth at risk for violence in the school.

The potential relationship between bullying and violence in schools is important. A study published in the *Journal of the American Medical Association* (2001) described the high rate of participation in bullying behaviors among American children. More than 16 percent of U.S. children in fourth to sixth grade reported being bullied by other students during the past term, while 19 percent of these children reported bullying others.

Bullying is not a new phenomenon specific to the United States. The vision of the big, strong, and popular bully overpowering the weak, scrawny, and unpopular child has long been part of mainstream American culture. As adults, we vividly recall the bully-victim relationships of our childhood classrooms and neighborhoods. Europe and Scandinavia clearly identify bullying behavior as problematic for both youth and adults and have developed prevention, intervention, and public policy to ensure that bullying does not result in tragic acts of violence. Great Britain and Norway have included bully prevention in their interpretation of dictates of the United Nations Rights of the Child, which ensures the safety and welfare of all children. They consider the prevention of bullying behaviors an important component in building safer school communities.

Given the rise of school tragedies between 1998 and 2001, the potential for bullying behaviors to cause school violence needs to be considered. We should join other countries in viewing bully prevention as a necessary component of safe school planning. Many schools already participate in crisis response planning and conflict resolution education. They should now consider including social skills training programs, staff development programs, and school policies on bullying behaviors to create the safest learning environment for all students.

THE NEED FOR ANTI-BULLYING PROGRAMMING

Increasingly, school administrators and faculty are faced with the new responsibility of creating safer schools in addition to their traditional mission of developing academic goals and helping children reach them. Anti-bullying programming, like other conflict resolution education, emphasizes developing students' social skills and their abilities to collaborate during conflict situations. Researchers have found that developing children's social skills has a positive impact on academic achievement, particularly with at-risk children (Johnson and Johnson 1987). Hence, support for social skills programming in the school is key for further developing children's cognitive capabilities in the classroom.

Eighteen percent of children fear going to school, 7 percent fear going because of previous incidents with bullies.

Furthermore, studies have indicated that children today are often afraid to attend school, with 18 percent too afraid to go to school on a regular basis. Approximately 7 percent of these children fear attending school due to incidents with bullies. According to the Office of the Attorney General (July 2000), 80 percent of adolescents reported being bullied, and 71 percent of students reported that teachers or other adults in the classroom ignored bullying incidents. Clearly, social skills development programs that emphasize constructive problem-solving strategies for bullies, victims, and witnesses benefit students' current and future school success.

ANTI-BULLYING PROGRAMMING WITHIN A SAFE SCHOOL CONTEXT

Education programming targeting anti-bullying has been successful in isolation in countries such as Great Britain. However, much of the work has focused on reducing bullying behaviors and not on developing the social skills of victims or changing the behavior of witnesses. Anti-bullying programming has often been viewed as a separate social skills training program rather than a piece of building safer schools. Anti-bullying programming is an integral component for building safer schools. As such, it should always be combined

and consistent with other whole-school approaches such as character education, specific conflict resolution programs (e.g., peer mediation), and diversity education programming. The whole-school approach to programming and policy will afford the school and its students the opportunity to drive organizational change so that students feel safer in the hallways and classrooms of their schools.

ORGANIZATION OF THE BOOK

This book is intended to provide school leaders and K–12 classroom teachers with practical strategies and information to develop, implement, and evaluate bully prevention and intervention programs. It provides a foundation for understanding the bully-victim relationship, outlines potential origins of these behaviors, and provides applications and mechanisms for building schoolwide and classroom anti-bullying programs.

Chapter 1, **The Bully, Victim, and Witness Relationship Defined,** outlines these relationships and explains how conflict and aggression play a role in bullying. Trends among bullies and victims, and the long-term effects of these relationships, are provided to emphasize the importance of prevention and intervention in classroom and school settings.

Chapter 2, **Origins of Bully-Victim-Witness Behavior,** describes potential sources of bullying and victim behavior. These include family, school, classroom, and individual characteristics. Understanding the complexity and origin of bullying relationship behaviors will assist school leaders and teachers both in better assessing the needs of affected youth and determining appropriate prevention and intervention techniques.

Chapter 3, **Implementing the Schoolwide Anti-Bullying Program,** discusses steps to implementing anti-bullying programs schoolwide. This chapter establishes the need for reviewing and/or creating policies and procedures for anti-bullying programs. It also discusses assembling an anti-bullying committee and providing a time line for implementation. The chapter provides examples of effective policies, staff development, and parent involvement techniques.

Chapter 4, **Strategies for Managing and Preventing Bullying Behavior in the Classroom,** outlines different techniques for the management and prevention of classroom-based bullying. The chapter describes classroom curricula and programs implemented through the process and infusion approaches. In addition to student education initiatives, this chapter explains methods teachers can use to assess their relationships with students, the classroom environment, and classroom policies that may be affecting bullying behavior among students.

Chapter 5, **Strategies for Intervention,** details methods for handling observed and reported bullying behaviors. The chapter covers conferencing and interviewing strategies as well as procedures for reaching out and involving parents of bullies and victims in the intervention strategy.

Chapter 6, **Evaluating Anti-Bullying Initiatives,** describes methods for identifying the effectiveness of classroom and schoolwide anti-bullying efforts. This chapter outlines differences in process, outcome, and impact evaluation processes and provides examples of measures that may be useful in identifying success at the individual, classroom, and school level.

Finally, chapter 7, **Legislation Regarding Bullying Behavior,** covers legal implications of bullying behaviors in schools and describes statewide legislative trends.

CHAPTER 1

The Bully, Victim, and Witness Relationship Defined

BULLYING DEFINED

Bullying is most commonly defined as a set of aggressive behaviors toward others that are characterized by three criteria:

1. Bullying is intentional aggression that may be physical, verbal, or more indirect (relational).
2. Bullying exposes victims to repeated aggression over an extended period of time.
3. Bullying occurs within an interpersonal relationship characterized by a real or perceived imbalance of power. Such power may originate from physical size or strength, or from psychological power, with children who have great peer influence exhibiting greater power in bully-victim relationships.

Physical, verbal, relational, and sexual bullying behaviors may occur over an extended period of time in the classroom, hallways, playground, or traveling to and from school. Although most bully-victim relationships involve only one of the types of bullying, some bullies will incorporate physical, verbal, sexual, and/or relational behaviors within their relationships. Figure 1.1 summarizes and defines types of bullying behaviors.

BULLYING BEHAVIORS

Bullying behavior is intentional aggression that may be physical, verbal, relational, or sexual.

Physical

Hitting, Kicking, Punching, Pushing, Choking

Every day for two weeks in the beginning of the school year, Ryan would come home with bruises on his arms and neck. He told me that he played football at lunch and that it always got a little rough. I thought he must have stopped playing because the bruising stopped, but one day I saw him changing out of his school uniform and he had terrible bruises on his legs and cuts around his ankles. He finally told me that kids at school were constantly kicking and hitting him in the locker room. Just the other day they decided to practice "hog tying" his feet with strapping tape. — Jannice, mother of Ryan (9)

Verbal

Threatening, Teasing, Name-Calling

My daughter Mary Jane (age 6) has to wear thick glasses as a result of recent eye surgery. She was never really popular, but now she is taunted and teased every day about the way she looks. Several students just won't leave her alone. —Meredith, mother of Mary Jane (6)

Relational

Spreading Rumors, Ostracizing/Exclusionary Behaviors

My wife and I just went through a sticky divorce, and I got sole custody of our three children. We moved a short distance from our home. My daughter (13) complained of stomach pains and didn't want to go to school. I thought she just missed her mom, but she finally told me that her classmates were avoiding her like the plague because someone started the rumor that her mother was unfit and didn't get custody because she was a drug-using prostitute. —Martin, father of Karen (13)

Sexual

Inappropriate Touching, Threatening, or Teasing that Are Sexually Harassing

My daughter, Lynette (age 12), now refuses to wear some of her new, favorite school clothes. She finally confessed that she was ridiculed in school for her clothes being too revealing. One day during gym class, some of the other girls took her favorite (dry clean only) blouse and threw it in the showers to shrink it even more. They said they were tired of my daughter getting all of the attention from the boys. —Tina, mother of Lynette (12)

Figure 1.1

Bullying behaviors differ from common conflict and aggressive behaviors, and understanding the differences among conflict, aggression, and bullying is an important first step to preventing and intervening in bullying relationships in the school community. Identifying the differences is also important for school change agents (administrators, faculty, and counselors). These professionals must develop school programs and policies that target bullying behaviors as opposed to mistakenly addressing student conflict, which often may be healthy and constructive for youth of all ages.

THE ROLE OF CONFLICT AND AGGRESSION

It is important to distinguish the relationship among conflict, aggression, and bullying behaviors. Conflict involves the opposition of two persons or things and is a naturally occurring human behavior that begins in early infancy and continues throughout the lifespan. Infants as young as eighteen months of age demonstrate rivalrous conflict with their siblings by crying when favorite toys are taken from them (Dunn 1987). Conflict is an essential component of all healthy relationships; experts note that either too little or too much conflict may signal a psychopathological relationship (Furman and Buhrmester 1986).

Conflict

Conflict and its constructive resolution often result in much cognitive and social growth and positive social interactions. For instance, collaborative conflict resolution strategies establish far more enjoyable familial and peer relationships and more harmonious workplace environments than competitive conflict resolution strategies. Adults tend to associate with others who problem solve using collaborative methods and to avoid those who select more destructive methods. The same is true for youth with peer relationships. Children who exhibit better problem-solving methods during conflict situations tend to enjoy healthier relationships with their peers than children who use destructive methods of resolving conflict (e.g., physical fighting). For

example, two friends, Andy and Philip, need to select one topic for a class project, but they both have very different ideas. Andy wants to do the project on animals, while Philip wants to do the project on cars. Andy and Philip select the topic of stars, a topic that they both enjoy, and complete the project successfully. Andy and Philip's experience with each other reinforces the use of collaboration as a conflict resolution technique and also establishes a beginning point of positive interactions between the two.

On the other hand, Philip could have given in to Andy and completed the project on animals. The conflict resolution strategy of giving in to Andy would have established an inequality in the relationship, whereby Philip might not have been interested in continuing a relationship. In many cases, conflict resolution strategy selection sets the tone of relationships for children. Collaborative strategies indicate more positive, longer-term friendships, and destructive strategies more often result in negative, shorter-term interactions between children.

As depicted in Figure 1.2, children participate in conflicts that originate from issues of property, status/power, and ideology. Topics of conflict are developmental; young children engage in conflicts over sources different from those that engage adolescents and adults. These age-related differences are due to a number of factors, including the changing nature of friendship patterns in children and the way that cognitive capabilities for thinking about and processing information evolve during childhood.

Children in the elementary grades are more likely to have conflicts with others over issues such as property and space. Frequently, young children will have conflicts over possession of a toy or swing or another's attention. Although adolescents have been known to oppose each other about space issues, they are more likely to clash over differences of values or beliefs, particularly with classmates. During the upper elementary grades and middle school years, children begin to engage in conflict over issues of power/hierarchy and status. Peer conflict during this age often focuses on isolation and highlighting differences among children.

SOURCES OF INTERPERSONAL CONFLICT

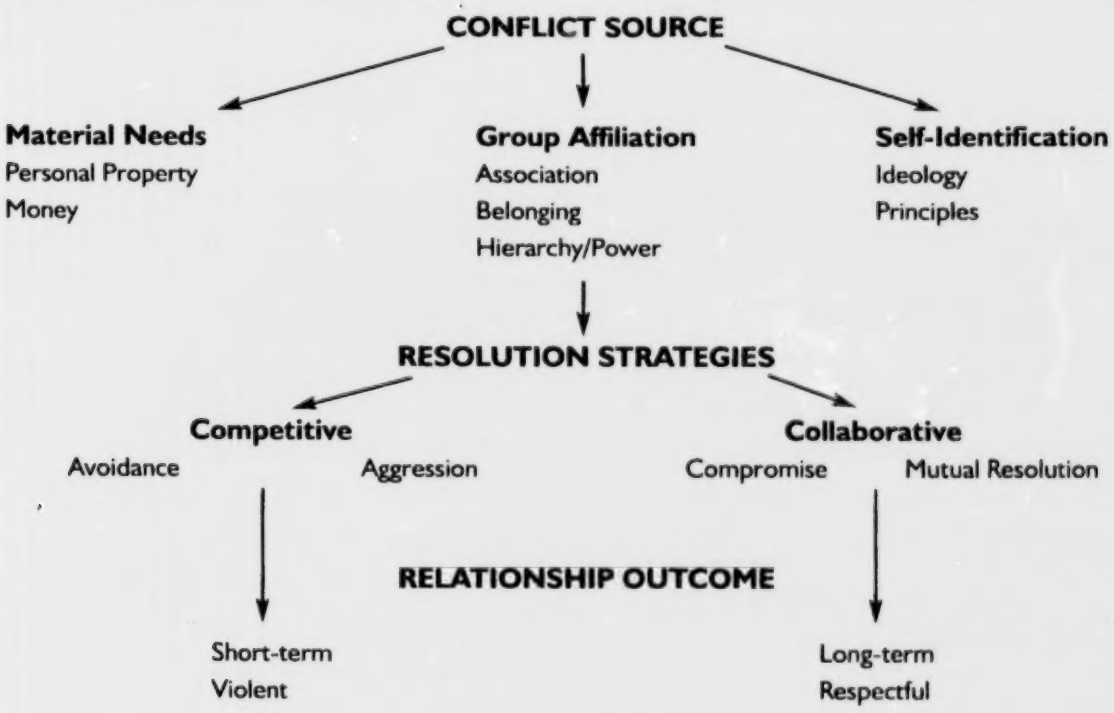

Figure 1.2

These different sources of conflict will more likely lead to different strategies of conflict resolution. Developmentally, children begin to use more sophisticated methods of conflict resolution because of the changing nature of friendship patterns and their developing cognitive capabilities for processing information. Children who oppose each other due to issues of space and property (fighting over a ball or a book) tend to resolve the conflict using competitive methods (physical aggression or giving in). This type of conflict resolution is less likely with children in a dispute over ideological /belief systems (e.g., disparity over preference of sports teams). Young children are more likely to use competitive methods of conflict resolution because they are unable to think in a highly abstract manner and because sustainability of friendships is not a priority. Unlike early elementary school children,

adolescents have the cognitive capabilities to resolve all conflict using sophisticated methods. However, they still possess unsophisticated methods mastered in the early years because conflict resolution skills are augmented as children develop; early skills are added to, not replaced. Adolescents are more likely, however, to attempt to collaborate on a resolution to conflict because they highly value maintaining friendships.

Children in the middle school years who engage in conflicts involving hierarchy/power and status differences tend to resolve these conflicts in destructive ways. For conflict in which participants perceive differences in status/power, competitive conflict resolution strategies—such as avoidance/withdrawal, giving in, and aggression—are common responses.

Bully-victim relationships fit well within this depiction of conflict and aggression. As bullies and victims conflict over differences resulting from perceived or real power/hierarchy, it is most likely that they will use competitive methods of conflict resolution, not collaborative ones. Bully-victim relationships will involve short-term, negative conflicts in which participants use strategies such as aggression or giving in/withdrawing to resolve the conflict. Bullies will often choose aggressive methods of conflict resolution while their victims often use avoidance strategies.

Both the bully and the victim tend to establish methods for resolving conflict with each other that they generalize to other relationships and to conflicts involving topics other than power/hierarchy issues. Bullies often demonstrate disruptive conflict resolution methods with siblings, parents, and other peers. Victims tend to be more passive in their interactions both at school and at home.

Witnesses in the middle school years tend not to become involved in the bullying episode because of their concern with issues such as power/hierarchy. Becoming involved in bullying situations may jeopardize the tenuous balance of friendship patterns, which plays such a significant role in socioemotional development during early adolescence.

FORMS OF AGGRESSION

Accidental aggression includes behaviors that may be classified as accidental and occur without intent to harm or injure. Accidental aggression is not a component of bullying behavior.

Expressive aggression includes aggressive behaviors that result in a pleasurable sensory experience for the aggressor. Expressive aggressive behaviors are often not bullying behaviors.

Instrumental aggression includes behaviors used when children exert their will on another child. Aggressors engage in these behaviors not with the purposeful intent of hurting another child, but rather to get their way.

Hostile aggression is aggressive behaviors that are often premeditated and done with malicious intent to harm or injure another person. Hostile aggression is displayed during bullying behaviors.

Figure 1.3

Agression

Although conflict and its resolution may occur with or without aggression, aggression usually does not occur without conflict. Aggression is defined as any behavior that results in physical or emotional injury to a person or animal, or one that leads to property damage or destruction. It can be verbal or physical. Not all forms of aggression are considered bullying behaviors.

Children engage in a number of different types of aggression that aren't necessarily bullying behaviors. Feshbach and Feshbach (1978) identified four different types of aggression that children express: accidental, expressive, instrumental, and hostile (see Figure 1.3).

Accidental Aggression

Accidental aggression includes behaviors that may be classified as accidental and occur without intent to harm or injure. Young children, particularly, are at risk for this type of behavior as their gross and fine motor skills are yet to be fully developed. Children frequently bump into each other getting to the drinking fountain or during play yet do not do so out of malice. Accidental aggression is not a component of bullying behavior.

Expressive Aggression

Expressive aggression includes aggressive behaviors that result in a pleasurable sensory experience for the aggressor. A young child might unexpectingly bite another child because it feel goods, or might knock over another child's blocks merely to hear the crashing noise as the blocks hit the floor. Expressive aggressive behaviors often are not bullying behaviors.

Instrumental Aggression

Instrumental aggression includes behaviors used when children exert their will on another child. Children who display these behaviors are not purposeful in their intent to hurt another child, but rather want to get their way. Instrumental aggression lacks the premeditation and malicious intent often found with hostile aggression. Bumping into another child during lunch in order to be first in line for the cafeteria is a common example of instrumental aggression.

Hostile Aggression

Hostile aggression is aggressive behavior that is often premeditated and is done with malice intent to harm or injure another person. Hostile aggression normally is involved with bullying behaviors.

THE BULLY-VICTIM-WITNESS RELATIONSHIP

Bullying behaviors seldom occur in isolation. Rather, 85 percent of all bullying occurs within the context of peer group interactions (Atlas and Pepler 1997). Although studies on bullying show that most children dislike bullying behaviors (Rigby and Slee 1991), with 83 percent of youth reporting discomfort while watching these episodes (Pepler et al. 1995), bullies usually can find allies who share a dislike for victimized peers. Victims often perceive bystanders—or witnesses—as acting in collusion with the bullies. Some researchers suggest that 87 percent of all students may be identified as part of a bullying episode as a bully, victim, or witness (Lagerspetz et al. 1996).

Recent research in the fields of psychology and education has explored the relationship between bullies and their victims. Much has been written identifying characteristics of a bully and a victim, the origins of the bullying and victim behaviors, and strategies for diminishing aggressive behavior in bullies and developing assertive skills among victims. However, much of this work has viewed the bully and the victim in isolation, rather than as part of an interconnected, almost symbiotic relationship, whereby one would not exist without the other. Indeed, the bully-victim relationship is often comprised of multiplayer interactions and is further complicated by influences such as other peers (witnesses), school personnel, and the children's families.

Bidirectionality

Victims often perceive bystanders—or witnesses—as acting in collusion with the bullies, with some researchers suggesting that 87 percent of all students may be identified as part of a bullying episode (Lagerspetz et al. 1992)

Developmental psychologists often use the term bidirectionality to describe mechanisms of influence that affect physical, cognitive, social, or socio-emotional development. As described by Miller (1991), influence flow in interpersonal relationships between and among individuals results in a relationship that is a combination of influences. For example, an adolescent asks a parent for an extension on curfew for the evening. The child has received permission from the parent in the past for such extensions. The parent, realizing that the request is not unreasonable, yet remembering the lateness of the child on several occasions when the curfew was extended, refuses the request. Bidirectionality has occurred in this case because the parent's behaviors and thought processes were affected by the child's behaviors. In other words, the child's previous behaviors impacted the parent, who, in turn, denied the child's request, impacting the child's evening plans. Teachers often use bidirectionality when they restructure the classroom to minimize student disruptions or to optimize learning. For example, if a teacher distributes papers at the beginning of class and is then inundated with questions and complaints, that teacher may respond by returning graded work at the end of class the next time.

Bully-victim-witness relationships must be viewed within a bidirectional context. Bullies impact behaviors and thoughts of victims; conversely, victims impact behaviors and thoughts of their bullies in a bidirectional fashion. For example, the bully may attack, unnecessarily push, and shove his victim for playing poorly during a football game. The victim, afraid and injured by the aggression, becomes more timid while playing, influencing greater physical aggression by the bully in response to the victim's poor athletic performance. This is not to suggest that victims of bullying deserve the bullying, but rather to demonstrate that bully-victim relationships depend on characteristic behaviors of both relationship partners. Compounding the situation, influences from other individuals such as school personnel, family, and peers (witnesses) also impact the quality of the relationship between bullies and their victims.

THE BULLY-VICTIM-WITNESS RELATIONSHIP

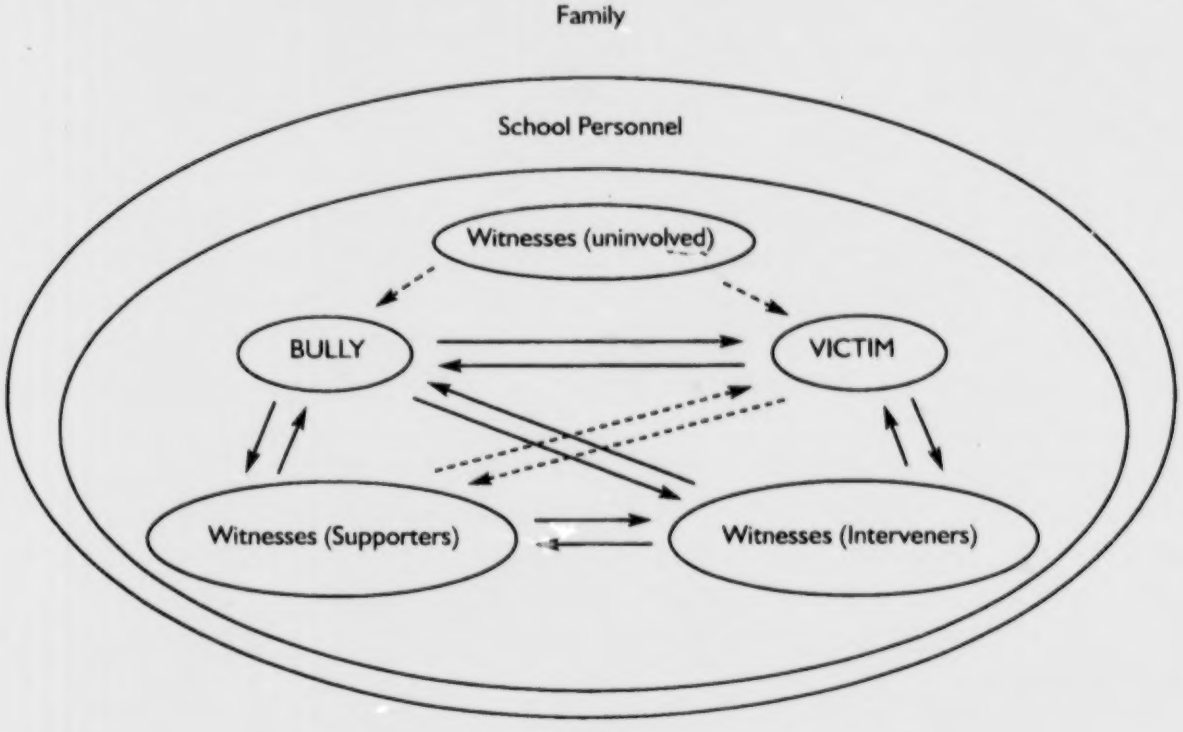

Figure I.4

Although this point is intuitive, remember that the context of the relationship is important before highlighting prevention and intervention strategies. Each member of the relationship plays a role in whether an interaction is positive or negative. Therefore, during a bullying episode, several individuals are involved, not just the bully and victim. Too often, prevention and intervention strategies focus only on changing the behavior of the bully. Yet, it is the bully-victim-witness relationship that must also change. Developing and implementing a cookie-cutter approach to reducing bullying behaviors will not result in positive interactions among the participants in the future. It is not effective to target intentional aggression by bullies without focusing on victim behavior as well. Therefore, developing and implementing the prevention and intervention plan requires a conscious effort to target the context of the relationship and its multicomponents.

Types of Witnesses

As depicted Figure 1.4, the bully-victim relationship involves more than the bully and the victim. These relationships include witnesses to the bully and the victim. Witnesses may take a number of roles within the bully-victim relationship.

Bully Supporters

First, bully supporters are children who are witnesses to the bully-victim relationship and often incite the bully to participate in bullying behaviors without personally taking action against the victim. Generally, they do not interact with the victim. Instead, bully supporters increase the bullying behavior by creating a supportive environment for the bully; hence, the bully and supporter directly influence each other in the relationship, and this relationship indirectly influences the victim. The supporters' behaviors are often influenced by the bully's appreciation of their support and by the continued suffering of the victim. Males are more likely than females to be drawn into supporting the bullying behavior (Salmivalli et al. 1996).

Interveners

A second form of witness is bully intervener—a child who intervenes on behalf of the victim during bullying situations. These witnesses are likely to stick up for the victim during bullying situations, or to console the victim following a bullying episode. Interveners are often motivated to defend or console victims not out of friendship with the victim but out of a sense of injustice and a desire to oppose the bullies and their supporters. The bullying behavior itself seems to reinforce the intervener's desire to intercede more than the victim's behavior does. According to Craig and Pepler (1997), peers intervened in 11 percent of playground bullying episodes; adults were significantly less likely to intervene, taking action only 4 percent of the time.

Passive Supporters

Finally, bully-victim-witness relationships often include witnesses who are uninvolved with the bullying interaction. Victims and bullies often perceive these children as supporters of the act because they are passively involved yet do not actively intervene in the situation. They indirectly influence the bully-victim relationships.

Adults

Additionally, school personnel and family members play a role in the bully-victim-witness relationship. School personnel may have a direct influence on the reduction of bullying behaviors, or, in contrast, may do much to reinforce or even escalate the bullying. School personnel may also influence the existence of interveners within the bullying relationship by encouraging their supportive nature.

Family members also play a significant role in this complex relationship. Modeling bullying or victim behaviors may reinforce children's expression of similar behaviors. Family members can also reinforce or discourage interveners through reward or punishment of the intervention, depending upon their perceptions of such bully-victim relationships. Family and school factors are discussed further in the next chapter.

Types of Bullies

According to researchers, bullying behavior takes many forms, and children who participate in bullying behaviors often take different roles within the bully-victim relationship. For example, bullies may serve as supporters in the bullying relationship. Another way that bullies may be categorized is according to their level of conflict involvement and the success with which bullies resolve their conflict through destructive means (see Figure 1.5).

Effectual Bullies

Bullying encompasses a range of behaviors exhibited with varying degrees of success. Some bullies engage in few conflicts, yet are highly aggressive during conflict situations and tend to resolve the conflict on their terms. While in conflict, these bullies, called effectual bullies, swiftly deal with their conflict partners. Usually these bullies deal unemotionally with their victims and very quickly move on following the conflict. Effectual bullies are more likely to initiate and actively play a role in the bullying episode. They usually encounter little resistance from their victims. This type of bully is the most common form and is the one most people think of when asked to describe bullying behavior.

Ineffectual Bullies

However, some bullies are often unsuccessful in their bullying behaviors. These ineffectual bullies frequently participate in conflict, yet are often not

LEVELS OF CONFLICT AND EFFECTIVENESS IN THE BULLY-VICTIM RELATIONSHIP

Role	Level of Conflict	Bullying Effectiveness
BULLY	LOW	HIGH
BULLY-VICTIM	HIGH	LOW
VICTIM	LOW	LOW

Figure 1.5

effective in resolving the conflict. Unlike effectual bullies, ineffectual bullies do not carry out the bullying behaviors using swift, unemotional methods. Instead, they continue to "jab" at the victim, who may or may not resist. Ineffectual bullies are not necessary successful in bullying their victims and often are at risk for becoming victims themselves. This form of bullying is not the traditional model for bully-victim relationships, yet it is an incredibly powerful form of bullying. Children who are highly conflictual and ineffective in bullying episodes may play a number of roles within the bully-victim-witness relationship. In fact, they may serve as the bully, victim, or supporter.

Although it is unclear to researchers why these children engage in this behavior, some suggest that ineffectual bullies were bullied themselves and then model these methods with other children. Others suggest that these bullies actually began as bullies, were ineffective in their methods, and became victimized as a result. Often these ineffectual bullies play the role of the bully supporter in order to be provided with opportunities to succeed in bullying vicariously through the effectual bully. Ineffectual bullies are just as likely, however, to serve as the principal bully with additional ineffectual bullies serving as supporters.

Ineffectual bullies and effectual bullies differ according to their levels of peer popularity, which also support the demonstration of their bullying behavior. Effectual bullies are more popular among their peers as compared to ineffectual bullies who demonstrate negative personality characteristics and are more disliked by peers.

Types of Victims

In comparison to bullies, little research has been conducted into the backgrounds and behavior of children who serve as the victims in bully-victim relationships. Some researchers do suggest, however, that victims are often more similar to bullies in methods of problem solving than not, particularly with regard to conflict behavior. Both victims and bullies use competitive forms of conflict resolution, with victimized children often resolving conflict through avoidance and bullies through aggressive means. As a group, victims

cry easily, are disliked by peers, and are anxious and lonely (Olweus 1978, Schwartz and Dodge 1990). Similar to bullies, victims can be categorized according to the level of conflict in which they are involved.

High-Conflict Victims

Some victimized children engage in high levels of conflict. Victims who engage in high levels of conflict are often aggressive, yet unsuccessful in "winning" conflicts with others. High-conflict victims will provoke other children and will respond aggressively when provoked. These children will lose many of their battles while displaying great frustration and bitterness. They are at great risk for serving as victims in bullying-victim relationships. Often high conflict victims are also ineffectual bullies.

Low-Conflict Victims

On the other hand, low-conflict victims do not demonstrate aggressive behaviors, but rather are passive and submissive when confronted in bullying episodes. These children yield submissively and quickly to the demands of an aggressor, ending the conflict. Therefore, conflicts to not occur over extended periods of time.

Pierce (1990) found that high-conflict victims were more disliked by their peers than low-conflict victims. High-conflict victims were more likely to be described as always needing to have their own way, ready to blame others, argumentative, disruptive, and persistent in attempts to enter peer groups. In contrast, low-conflict victims are more likely to be described by peers as withdrawn and reluctant to interact with peers.

Interestingly, parental involvement is correlated to victimization. Children who are more likely to become victimized tend to have involved parents. Again, it is unclear if parents become more involved in response to bullying behaviors against their child, or if their involvement indicates their difficulty in allowing their children to function independently.

RESEARCH FINDINGS ON BULLIES AND VICTIMS

Researchers have attempted to identify trends with regard to bullying behaviors in order to understand the nature of bullies and their victims. Trends have emerged identifying differences in gender, age, and ethnicity. Although many of these studies were conducted in countries outside of the United States, they still provide useful information for American educators and parents.

Gender Differences

Researchers suggested that gender differences do occur with regard to bullying behavior. Specifically, gender is related to the demonstration of bullying behavior and methods of bullying. Olweus (1978) noted that males are more likely to demonstrate bullying behaviors through physical violence and aggression or threat of physical violence/aggression. Females, on the other hand, more frequently use indirect or relational modes of bullying, such as gossiping, spreading rumors, and ostracizing (Bjorkqvist et al. 1992, Rivers and Smith 1994).

Males are more likely to bully than females in a 3:1 ratio and will bully children from other grades in the school. Females are less likely to bully than males, and females tend to choose their victims from their own grade.

Gender differences also are evident in victim selection. Males are equally likely to bully males and females, while females almost exclusively bully other females. Males are more likely to bully than females in a 3:1 ratio and will bully children from other grades in the school. Females are less likely to bully than males, and females tend to choose their victims from their own grade.

Although females are reported to bully less frequently than males, documented cases may not clearly represent the true incidence as girls use more covert methods of bullying behavior than males and are underrepresented in the literature. Also, bullying behavior among males may be over represented if self-reporting measures are used because male bullying behaviors are more socially acceptable than female forms of bullying. Therefore, males might be more willing to admit their bullying behavior than

females. One possible reason for bullying differences between males and females is their different motives. While males tend to bully to demonstrate power and hierarchy, girls demonstrate bullying behaviors for reassurance/affiliation (Wachtel 1973). On self-report surveys, males and females are equally likely to report being victimized (Charach et al. 1995).

Age Differences

Age differences have been found in bullying studies in Scandinavian countries, with some preliminary evidence in America supporting these findings. Olweus (1996) found significant differences with regard to age in identifying bully behavior in Europe. The incidence of bullying behavior is twice as high among elementary versus secondary school students; however, students transitioning from schools are at greatest risk for bullying behavior. Bullying behavior was at its highest rate among children in their final years of attendance at any particular school (e.g., among sixth graders in a K–6 school) and among twelfth graders in a traditional high school. Developmentally, girls' bullying behavior declines over the years, while males' bullying behavior tends to increase. Physical bullying decreases with age in both genders.

Bullying behavior was at its highest rate among children in their final years of attendance at any particular school (e.g., among sixth graders in a K–6 school and among twelfth graders in a traditional high school).

In the United States, bullying tends to increase during the late elementary years, peaking during the middle school grades. It decreases after the ninth grade, when children reach approximately fourteen years (Hazler et al. 1992). Therefore, youth in grades six to eight are at greatest risk for experiencing bullying behaviors. Indeed, this overlaps well with reported elevated levels of conflict that occur among this age group, both peer conflict and familial conflict. In the U.S., this age group is often reported to demonstrate the highest levels of risk-taking behaviors (e.g., smoking, drug use, sexual activity).

Olweus (1993) reports that children in lower grades are more likely to be victims of older bullies, whereas children in upper grades are more likely to be victims of same-age bullies.

Ethnic Differences

Although the literature is scant, ethnicity and race do seem to influence the risk of participating in bully-victim relationships. Riley (1988) described bullies as possessing strong racist attitudes. Often, children of the minority group in a classroom are victims, and they tend to view their peers' aggression as bullying, rather than racism. These findings are certainly consistent, as children are more likely to initiate isolation and separation based upon differences at this age than during other developmental periods.

In preliminary findings, Barton (2000) found bullying behaviors were reported more frequently in diverse school communities as compared to more homogeneous school populations.

Effects of the Bully-Victim-Witness relationships

Researchers have identified both long-term and short-term effects of the bully-victim-witness relationship. However, these effects cannot be generalized as the type of bully and type of victim affect these findings. Carefully designed empirical studies using a longitudinal design (studying the same individuals over an extended period of time) are necessary to identify clear psychosocial correlates of this relationship.

Effect on Bullies

Much has been written about both the short-term and long-term impact of bullying behaviors. According to the Journal of the American Medical Association (2001), bullies are more likely than other children to be involved with risk-taking and problem behaviors such as drinking alcohol and smoking. Bullies are more likely to demonstrate antisocial and rule-breaking behaviors such as with vandalism, truancy, and frequent drug use. According to Bertold and Hoover (2000), middle school bullies were more likely to be pressured by peers into high-risk behaviors such as smoking and drinking. Bullies also demonstrated poorer school adjustment, including lower academic achievement and a more negative perception of the school climate.

Researchers disagree, however, regarding the impact of bullying on social behavior. Lagerspetz et al. (1982) found bullies to be unpopular among peers, but not as unpopular as their victims. Peterson (1993), however, argues that early bullying leads to inhibited self-esteem in young people. Bullies, according to self-reports, perceive themselves as impulsive and lacking in self-control (Bjorkqvist et al. 1982) and tend to be attracted to social situations with aggressive content. Olweus (1992) found bullies were four times more likely to be involved with criminal behaviors at the age of 24, with 60 percent demonstrating at least one conviction and 35 to 40 percent showing three or more convictions.

Eron (1995) found that those who were labeled as bullies by their classmates remained bullies through their lives; they possessed more court convictions, experienced more alcoholism, and antisocial personality disorders, and used more mental health services than their peers.

However, bullies are less likely to experience negative consequences as compared to individuals who participate as both bullies and victims. According to the *Journal of the American Medical Association* (2001) study, children who serve as both bully and victim demonstrate poorer adjustment across socio-emotional dimensions.

Bullies are four times more likely to be involved with criminal behavior at the age of 24. Sixty percent have one conviction, and 35 to 40 percent have three or more.

Effect on Victims

Victims who participate in low levels of conflict tend to demonstrate poorer social and emotional adjustment than nonvictims. As children, victims tend to have greater difficulty making friends with same-age peers; they demonstrate poorer quality interactions with classmates, and report greater loneliness than nonvictims. Victims also demonstrate poorer problem-solving skills than nonvictimized youth; however, it is unknown if this is a result of the bullying behavior or an underlying cause of the behavior. Victims report low self-esteem, likely because of repeated exposure to victimization (Besage 1989). Depression and loss of interest in activities are common (Craig 1997), as are

anxiety, tension, and fear (Slee 1995). As a result of bullying, suicidal ideation is high among victimized children (NSSC 1995, Carney 2000).

Long-term effects of victimization are evident. Individuals formerly bullied were found to have higher levels of depression and poorer self-esteem at age 23, and they were more harassed and socially isolated than comparison adults (Olweus 1994). This may result from an internalization of perceptions that they are worthless or inadequate.

Farrington (1996) cites that victims are less likely to be involved with delinquent behaviors than bullies.

SUMMARY

As educators and parents, we must appreciate the complexities of the bully-victim-witness relationship if we hope to change it. Bullying is intentional, repeated aggression within an interpersonal relationship characterized by a real or perceived imbalance of power. What does bullying look like? Most of us picture physical aggression when we think of bullying, but bullying may take the more subtle forms of teasing or gossip. The power bullies wield may be based on their physical size or on less tangible factors such as their popularity with peers. Finally, bullying often is a three-way relationship in which bystanders have the power to intervene or support the behavior.

Bullying has significant short-term and long-term results. Parents and educators should be aware that bullies tend to engage in more risk-taking behaviors than their peers, while victims have a harder time adjusting socially and forming same-age friendships. In later life, bullies tend to adjust poorly, with a far greater incidence of emotional problems and criminal behavior. Their victims also experience long-term effects, most notably higher rates of depression and suicidal ideation.

The stakes are high, therefore, for both bullies and victims. Understanding and influencing bullying behavior provides educators and parents with a significant opportunity to have a profound impact on the quality of children's lives and futures.

CHAPTER 2

Origins of Bully-Victim-Witness Behavior

Explaining the possible origins of bully-victim relationships is an important step in preventing bullying relationships in the school setting. Psychologists often attempt to explain children's physical, cognitive, and social development based on genetic or environmental influences. For instance, researchers have long been interested in explaining the source of children's intelligence and how genetics or environment might influence it. Child-rearing practices and their relationship to school achievement are also a question of nature versus nurture. Although no single influence definitively explains bullying behavior, the age-old argument of nature (genetic contribution) versus nurture (environmental contribution) in the psychological field is certainly one place to begin in an attempt to understand the origins of bully-victim-witness behaviors.

NATURE VERSUS NURTURE

Nature may play a role in bullying. For example, bullying behaviors such as physical aggression are more frequently demonstrated by males than females. Nature advocates might hypothesize, therefore, that increased levels of

testosterone predispose men to demonstrate more physical bullying behaviors than women. Perhaps low hormonal levels in children may be linked to nonaggressive means of conflict resolution. Furthermore, parents who engage in bullying behaviors and whose children demonstrate similar bullying behaviors support the theory of a genetic component to bullying. Theories abound regarding the link between nature and behavior.

Yet, bullying and victimization behaviors may be the result of nurture, or the environment in which the child has been raised, rather than the product of genetics. Perhaps the parents or guardians clearly demonstrate victimization or bullying behaviors in their interpersonal relationships, creating a model for the child's behavior. Do media sources, such as television and/or videos, depict males as more aggressive bullies than females, perhaps modeling bullying for males? Additional research needs to be done to answer important questions.

- Why do children behave as bullies, victims, and/or witnesses?
- Where do these behaviors come from?
- Are these behaviors sustainable and generalizeable to other relationships?

FAMILY CHARACTERISTICS

Researchers have identified several environmental factors that correlate with bully-victim behaviors. These include parenting/family factors, personal characteristics, and school environment. However, it is important to remember that these factors merely relate to bullying and victim behaviors; researchers are still working to determine whether these factors actually cause the behaviors.

Attachment Theory

Attachment theory is one explanation psychologists often use to explain child development in social domains. Interestingly, infant attachment, or the reciprocal love bond between an infant and caregiver, specifically the mother, has

been associated with long-term benefits and consequences throughout childhood. Attachment theory is thought by some to be a strong explanation for bullying and victimization behaviors.

Attachment theorists such as Bowlby (1976), Ainsworth (1979), and Sroufe (1983) have suggested that children who experience inconsistent or authoritarian parenting strategies develop insecure attachments, which result in belief systems that include feelings of low self-worth, limited regard for the worth of others, and unpredictable interpersonal relationships. These beliefs systems result in children with insecure attachments who initiate conflicts more frequently than children with secure attachments. Children with insecure attachments also more frequently oppose the actions of others and behave aggressively during conflictual social situations (Perry et al. 1992). Children initiate conflict to gain the attention or proximity of others in a quest to control a situation. During conflict situations, children with insecure attachments are more likely to escalate the conflict and use aggression as a means of resolving conflict and controlling their environment.

The Strange Situation

According to classic developmental psychology, two forms of insecure attachment classifications occur: insecure-avoidant and insecure-ambivalent (Anisworth 1979). Traditional Ainsworth research placed children between the ages of eighteen and twenty-four months in anxiety-provoking situations. Called the Strange Situation, the child's response to the mother upon her return from a strange room became the focus for determining attachment status. Upon reuniting with the mother after the Strange Situation paradigm, children with insecure-ambivalent attachments often would cling to their mother and not be easily consoled by her return to the laboratory room. Children with the insecure-avoidant attachments often would physically avoid their mother upon her return. Researchers identified that insecure-ambivalent attachments tended to develop when parents responded inconsistently to the child's needs, while insecure-avoidant attachments tended to result from mothers who avoided physical contact with their children.

In contrast, children with secure attachments were easily and consistently consoled when their mothers returned from the strange room. Although anxious at their mother's departure, infants with secure attachments readily quieted and often returned to playing in the room once their mothers were in view. Infants tended to develop secure attachments when parents, specifically mothers, consistently met their needs, providing them with an opportunity to explore the world, and relationships, without fear for their safety. These children experienced positive relationships with their mothers and expected similar experiences with other interpersonal relationships. In contrast to insecurely attached infants, securely attached infants are more likely to possess high self-esteem, and to view interpersonal relationships as safe.

Researchers have also measured sustainability of attachment status. This issue is crucial to determining the validity of intervention programs aimed at "reversing" insecure attachments to produce secure ones. Jacobson and Wille (1986) described longitudinal trends in secure attachments in children throughout the early childhood years. In this study, securely attached infants were found to demonstrate more creativity during play, and greater problem- solving ability. They tended to become "peer magnets," or attractive peer play partners during the early childhood years.

In fact, psychologists have clearly identified the relationship between attachment and levels of conflict. Insecurely attached children (avoidant and ambivalent) are more likely to engage in conflict, display more negative affect, whine more, and are more attention seeking and disruptive than children with secure attachments (Arend, Grove, and Sroufe 1979). Although not consistently found in the literature, some researchers do suggest a link between insecure attachments and levels of aggression (Sroufe and Egeland 1989, Troy and Sroufe 1987) while other studies have not found children to differ in aggression by attachment category (Fagot and Kavanaugh 1990, Renken et al. 1989). Although higher aggression levels are not clearly indicated as a result of insecure attachment patterns, insecurely attached children do tend to serve as victims of peer aggression according to research. Additional research must be conducted to determine the relationship

between aggression and insecurely attached children; it is highly possible that childhood aggression and insecure attachment are related.

One may suggest, therefore, that bullying behaviors are more likely to occur among children who had insecure attachments in the infancy period and are most potentially high-conflict ineffectual bullies. Children who were raised with inconsistent parenting strategies, or whose caregivers were less comfortable with physical affection, are more at risk for low self-esteem and poor problem-solving skills than children with secure attachments. These characteristics appear consistent with ineffectual bullies.

Parenting Strategies

The importance of consistent parenting to children's socio-emotional development is also supported in the classic work of Diana Baumrind (1984), who details categories of parenting strategies and their short- and long-term implications. Baumrind identifies parenting strategies as either authoritative (the most effective form or parenting), authoritarian, or permissive.

Authoritative Parents

Authoritative parents provide their children with structure and developmentally appropriate guidelines while providing for a high degree of warmth. Parents practicing the authoritative style of childrearing traditionally raise securely attached infants. Two examples will serve to illustrate an authoritative parenting style.

Steven is attending a homecoming dance, which is taking place at school from 7:00 p.m. to 12:00 a.m. on a Saturday night. Steven's curfew is 11:00 p.m. Given the nature of the situation and Steven's willingness to adhere to a curfew in the past, his parents provide curfew guidelines from which Steven may choose. Steven may request a curfew of 1:00, his parents may suggest 12:30, and Steven may come home anytime during the additional half hour.

Authoritative parents provide guidelines rather than dictating. For example, while shopping for new school clothes, the authoritative parent will select several appropriate outfits and allow the child to choose from these options.

Authoritarian Parents

Some parents, however, prefer to rule with an iron fist, offering few decision-making opportunities to the child. These authoritarian parents demonstrate poor parental monitoring, little warmth, and low levels of permissiveness. An insecurely attached child often results from this parenting strategy. These children are most at risk for succumbing to peer influence and developing victimization behaviors.

Given the situations just presented, the authoritarian parent would not accommodate Steven's request for additional curfew time. An authoritarian parent would not allow a child to choose her clothing, but rather would insist that the child wear whatever the parent selected.

Permissive Parents

Permissive parents provide a low level of monitoring for their children. Children are surrounded by little parental control, few guidelines, and low parental warmth. Children of permissive parents demonstrate poor problem-solving abilities because they often are not successful in their decision-making opportunities (due to a lack of parental intervention). Children of permissive parents are highly aggressive and uncontrollable, characteristics consistent with high-conflict bullies and victims.

If Steven had permissive parents, he would not ask for the extension of curfew because the household would not have a curfew. Permissive parents would also allow children to select any clothing they wanted. Permissive parents provide little direct guidance for their children.

Family Conflicts

In addition to parenting styles, other family characteristics also may pose risk factors for bully-victim relationships. The manner is which parents manage their own conflicts and conflicts with their children are an integral variable in understanding the origins of bully and victim behaviors.

Family conflicts often occur over trivial things such as sitting in the front seat of the car or fighting over the television program. The conflict is initiated

with the conflict participants (usually siblings) exchanging increasingly noxious, aggressive behaviors until one participant withdraws from the conflict. The other conflict participant, therefore, is rewarded for his or her highly aversive behavior and will, therefore, tend to use force in the future. This is called the coercion model of aggression (see Figure 2.1).

Patterson (1982) cites that aggressive behavior develops when parents permit these inane conflicts to escalate between siblings, and parents may even reinforce this behavior when withdrawing during parent-child interactions. This teaches children that it pays to escalate their negative behavior when they wish to "ward off the noxious demands and intrusions of other people, or when they wish to impose their will on a resisting other" (Patterson 1982). Once children learn these aggressive tendencies in the home, they usually generalize them to peer interactions. Patterson (1982) found that parents of aggressive children are more likely to handle conflicts less competently than parents of nonaggressive children. Parents of aggressive children are

COERSION MODEL OF AGGRESSION

Example of the coercion model:

Sally and Jimmy are coloring at the kitchen table; it is close to Halloween time. They both begin to color pictures of pumpkins. Both Sally and Jimmy reach for the orange crayon.

Sally: "Give it to me. It's mine. I got it first."
Jimmy: "Let it go. I need to use it."

Sally: ""The crayons are mine. Let go of it. Now."
Jimmy: "Let go. I need it!"

Sally: "Get your hands off, or I will scream."
Jimmy: "I'm gonna bite your fingers until they bleed".

Sally removes her fingers.
Jimmy is rewarded for his increasingly belligerent and aversive behavior.

Figure 2.1

more likely to initiate conflicts in the home and are more likely to stop responding aversively during a conflict, therefore reinforcing the child as the "winner." These same parents are also more likely explode with anger or physical aggression against their children. In contrast, parents of nonaggressive children tend to initiate fewer conflicts, are more likely to ignore or overlook a child's conflict initiation, and are more likely to punish the child's behavior until it stops.

Parents who frequently fight in front of their children are more likely to have noncompliant and aggressive children at home and school than children with more peaceful parents (MacKinnon 1989). A number of possible explanations exist to support this. First, angry parents are less likely to create secure attachments in children (Howes and Markman 1989) and less likely to manage sibling conflicts effectively (Patterson 1982). Next, according to Bandura, children may merely be modeling their parents' behavior during times of social conflict. Lastly, children with angry parents may also produce children who are unable to regulate their emotions during conflicts (Cummings, Vogel, Cummings, and El-Sheikh 1989). On the other hand, children who are able to soothe themselves during heightened emotional states are using a type of cognitive processing that inhibits an aggressive response. In addition, literature suggests that children's exposure to violence or experiences with violence in the home predisposes them to becoming perpetrators or victims of violence themselves. See Figure 2.2 for a summary of parental risk factors.

INDIVIDUAL CHARACTERISTICS

In addition to coming from high-risk families, do children who demonstrate bullying or victimization behaviors possess certain individual characteristics that may place them at risk for participating in bully-victim relationships?

Personality Traits

Children who demonstrate aggressive behavior often have been studied for purposes of identifying specific personality traits and their relationship to

PARENTAL RISK FACTORS FOR BULLY-VICTIM RELATIONSHIPS

- Poor parental monitoring
- Poor conflict management and prevention techniques
- High marital conflict
- Low parent warmth with very high restrictiveness and permissive parenting strategies
- Inconsistent, nonresponsive parenting leading to insecure attachments
- Exposure to, or experience with, violence in the home

Figure 2.2

behavior. The classic psychological work of Chess and Thomas (1979) in the field of temperament does shed some light on the connection between individual characteristics and the expression of bullying and victim behaviors. In this classic study, also known as the New York Longitudinal Study, Chess and Thomas identified three styles of temperament—one's characteristic style of interacting with the world. Two of the three categories identified by Chess are relevant in discussing the connection between personalities and bullying behavior. They are the easy temperament child and the difficult temperament child.

Easy temperament children were highly social, slow to react negatively, and not easily agitated. When agitated, easy temperament children quickly adapted to the new situation and were easily consoled. On the other hand, difficult temperament children were more likely to be highly irritable, easily agitated, and highly reactive. Difficult temperament children were unable to transition quickly when presented with a new situation. Difficult temperament children are more at risk for insecure attachments than children with easy temperaments. Therefore, difficult temperament children are more likely to demonstrate behaviors consistent with the high-conflict ineffectual bullies, while easy temperament children are more likely not to be involved in bully-victim relationships.

The sustainability and origin of one's temperament are still subjects of research, although many psychologists believe that one's temperament remains constant across the lifespan. Easy temperament infants have been shown to demonstrate similar temperament strategies as adults (Main 1984). However, adoption studies of infant temperament do suggest that temperament may not be consistent over time, but rather may be affected by perceived levels of acceptance by parents or guardians. Specifically, infants who possess easy temperaments demonstrate more positive social behaviors not because of their individual personality style, but rather because significant adults accept and encourage their particular temperament style. In contrast, children who demonstrate difficult temperaments are more likely to express aggressive tendencies not because of their temperament style, but rather as a result of lack of acceptance and support from significant adults in the their life.

In developmental psychology, McCall (1986) proposes the Goodness of Fit model to explain psychosocial adjustment of children with differing temperaments. The Goodness of Fit model posits that children whose parents or guardians are the most accepting of the child's individual temperament (difficult or easy) will demonstrate the most psychosocial success later in life. Therefore, difficult temperament children may be at greater risk for expressing bullying and destructive psychosocial behaviors because the significant adults in their lives do not accept the behaviors associated with difficult temperament children. Children who possess difficult temperaments and who are raised in family environments that resist difficult temperaments will not fair as well developmentally as those who have difficult temperaments but are raised in families accepting of their behavior.

Socio-Cognitive Skills

Children's socio-cognitive skills, or their ability to process and think about social situations, must also be included as a possible explanation for bullying or victimization behaviors. Specifically, researchers have considered how children's socio-cognitive skills, or skills in "theory of mind," affect how well they

understand the mental states, beliefs, and emotions of others. Intuitively, one may speculate that children with sophisticated socio-cognitive skills would not be involved with bullying behaviors because they would understand the anxiety, frustration, and hurt caused to another person through their actions. Children with less sophisticated skills would be less empathetic, and hence more likely to demonstrate bullying behaviors.

Researchers, however, have not supported the picture of bullies who are physically powerful but cognitively unsophisticated. Rather, some bullies actually demonstrate a highly sophisticated understanding of other people's perspectives. Sutton et al. (1999) suggest that different types of bullies (ringleaders versus followers) possess differing abilities when it comes to appreciating the viewpoints of others. Rather than the stereotype that all bullies lack empathy, Sutton suggests that ringleader types of bullies possess highly advanced abilities to appreciate the perspectives of others, while followers do not. Females, who participate in relational bullying more often than males, also possess highly sophisticated socio-cognitive skills. Sutton et al. (1999) suggest that, in some cases, these females use their socio-cognitive abilities as a tool to further isolate and ostracize victims.

Children may possess sophisticated socio-cognitive skills but may not use these skills in interpersonal relationships. Specifically, children may demonstrate skill and performance differences in taking the perspective of others in bully-victim-witness relationships. This is particularly important when implementing anti-bullying initiatives, as socio-cognitive training programs must address both skills and performance of these skills in social situations.

Although additional research must be conducted in this area, it may be hypothesized that bullies possess sophisticated socio-cognitive skills (as evidenced by their ferocious intimidation techniques) yet fail to use these skills in positive ways. Similarly, victims are likely to possess highly sophisticated socio-cognitive skills, but performance of these skills is low. On the other hand, the child who is both the bully and the victim potentially possesses both low socio-cognitive skills and low performance of those skills in social situations. School leaders should not be concerned with "improving" the

negative socio-cognitive skills of bullies with the implementation of anti-bullying initiatives. Rather, the anti-bullying initiatives should include developing all students' socio-cognitive skills and their constructive use.

Frustration-aggression theory

Another common explanation of bullying behaviors is that children who bully are more likely encountering frustration with schoolwork. Frustration-aggression theory explains that bullies demonstrate the negative behavior as a result of being frustrated with failures (either academic or social). Olweus (1983) finds, however, that although an association exists between aggressive behavior and poor grades, there is no direct evidence that aggressive behavior is a consequence of poor grades and failure in school.

SCHOOL/CLASSROOM CHARACTERISTICS

Many schools have an unofficial reputation among students for tolerating bullying behavior. School administrators may be lenient with students who are habitually involved with bullying behaviors, or ignore incidents, particularly relational bullying behaviors such as gossip or rumors. As a result, students may perceive the school as unsafe and be reluctant or unwilling to notify school faculty and administration of bullying behaviors. The lack of strong support against bullying behaviors establishes an environment that consistently reinforces the individual roles of bully supporters and bystanders. Students who might otherwise serve as victim interveners may hesitate to assist the victim because the school administrators choose not to be involved. Bully supporters may continue to reinforce the bullying behaviors if they go relatively unpunished by administration, and, finally, bystanders may choose to remain passively involved in bullying episodes, quickly modeling the lack of support from the administration.

Teacher Training

One reason many students may perceive their school as unsafe is that the teaching faculty may be unprepared for handling bully-victim relationships. O'Moore (1997) found that teacher training in schools in Ireland lacked information on bullying behaviors. Their study found that 27 percent of primary schoolteachers and 53 percent of secondary schoolteachers did not recognize bullying as a problem in their schools. In this study, 38 percent of students in primary school and only 23 percent of students in secondary school reported that their teachers tried "almost always" to put a stop to bullying. Fifty-three percent of primary students and 67 percent of secondary students had not discussed the bullying behavior in class with their teachers. Charach, Pepler, and Ziegler (1995) found that students do not believe that adults will respond effectively to bullying and therefore are less likely to report it. Olweus (1984) found that teachers intervene inconsistently and infrequently during bullying episodes.

Twenty-seven percent of primary schoolteachers and 53 percent of secondary schoolteachers in Ireland did not recognize bullying as a problem in their schools. Only 38 percent of primary students and 23 percent of secondary students reported that their teachers tried "almost always" to put a stop to bullying.

Craig et al. (2000) found that prospective teachers were less likely to identify social isolation as bullying behavior, and tended to feel that physical bullying behavior was the most severe and most warranted intervention, as compared to emotional and/or verbal bullying behaviors. In addition, these researchers found that factors related to teachers, including witnessing the interaction and possessing a level of empathy, were predictors of intolerant attitudes toward bullying.

Social Climate

Levels of bully-victim relationships in schools are connected to the social climate of the school or classroom involved. In schools or classrooms where bullying occurs quite often, students tend to feel less safe and less satisfied with school life. Persistent bullying behaviors that remain unchecked by teaching faculty or administrators greatly affect the bully, the victim, and witnesses.

Unpunished acts teach witnesses that bullying behaviors are acceptable; victims remain victimized, and the climate becomes one lacking in empathy. In contrast, positive school climates that adopt punitive policies toward bullying behaviors with clear consequences for such behaviors create more positive attitudes in students regarding bully-victim relationships. A lack of policies and procedures outlining consequences for bullying behavior invites and validates bullying behaviors in the classroom, hallways, and on the playground.

Class Size

Contradictory evidence exists as to a relationship between school and classroom size and bullying behaviors. O'Moore et al. (1997) found an inverse relationship between the size of the class and school and the level of bullying behaviors reported. In this study, children attending small schools and smaller classrooms experienced fewer bullying behaviors. Olweus (1993) found, however, that the size of the classroom and school had a negligible effect on the relative frequency of bully-victim behaviors in a school. Whitney and Smith (1993) reported no relationship between school bullying and school size.

Bullying on the Playground

Bullying is affected, however, by the amount of structure provided during free periods. Bullying behaviors often occur on playgrounds, at break times, or at lunchtime (Ross and Ryan 1990, Whitney and Smith 1993). Whitney and Smith (1993) studied twenty-four schools in Sheffield, England, and showed that the playground was the most frequent place for bullying to occur, especially in the elementary grades. One of the reasons, they suggest, is ineffective supervision. Other reasons included boredom, overcrowding, and opportunities for exclusion. Many of these factors are influenced by the physical environment of the playground. Figure 2.3 illustrates other bullying risk factors, including playground activity.

Higgins (1994) states that overcrowding on playgrounds may incite bullying, particularly if the school grounds are large, featureless, unstructured spaces where children are forced to compete for space and scant resources. Such spaces lend themselves to chasing or running games. These overcrowded, unstructured spaces are unlikely to stimulate children's interests, producing boredom, frustration, and, in turn, bullying.

Unstructured playground areas will emphasize running games such as football or tag, with much of the space taken by teams, primarily males. Segregation of some males and females to the outside of the game areas is a common outcome in these playground settings. Children who do not excel in running games are pushed further toward the periphery of social interactions, both literally and figuratively. A playground that is good for running games but lacks resources and structure for other types of activities tends to reinforce certain social relationships. Playground environments establish that those who do not excel in running activities must be excluded and have little availability to excel due to the lack of alternative activities (Besag 1991).

BULLYING RISK FACTORS

Bullying Risk Factors:

- insecure attachment, resulting from inconsistent or authoritarian styles of parenting
- parents who ineffectively manage both their own conflicts and conflicts with their children
- lack of parental support and acceptance, which leads to a difficult temperament
- lack of teacher training regarding bully prevention strategies
- lack of policies and procedures outlining consequences for bullying behavior
- inadequate structure and supervision during free periods, especially on the playground

Figure 2.3

Adult supervision is the other important factor in playground bullying. One of the greatest correlates of increased bullying on the playground during lunchtime and breaks is lack of adult supervision. In some schools, problems may result from too few adults on the playground. Another issue may be inappropriately trained personnel supervising the playground. Methods for dealing with playground bullying will be discussed in the next chapter as part of the discussion of the anti-bullying component of the safe school plan.

SUMMARY

Researchers are still at work uncovering the origins of bullying and victim behaviors. Theories focus on both genetic input and environmental influences, the age-old debate between nature and nurture. Family characteristics, individual characteristics, and aspects of the school environment have all been examined in the effort to understand what creates bullies and their victims. Parents who fail to consistently and appropriately meet their children's need seem to place those children at risk for participation in bully-victim relationships. Schools that ineffectively manage bullying earn a reputation among the students for tolerating violence, contributing to the cycle of aggression and victimization.

Further work will be necessary to pinpoint the exact sources of bullying, but families and schools can begin to take action now. Clearly, parents must provide positive role models for managing conflict; they must work from infancy on to meet their children's needs so that the children form the type of secure attachment that creates a peaceful nature and makes possible the development of empathy for others. Schools must train teachers to deal appropriately with bullying incidents rather than looking the other way; they must establish policies and procedures outlining clear consequences for bullying behavior, and provide adequate adult supervision at all times so that those policies can be enforced. Together, families and schools can help reduce the incidence of bullying behavior and provide children with safe, secure neighborhoods and schools.

CHAPTER 3

Implementing the Schoolwide Anti-Bullying Program

Many researchers contend that the hallmarks of American schools contribute to the isolation and segregation of students, thereby allowing bully-victim relationships to thrive. Aaron Kipnis (1999) argues that schools condone bullying, teasing, and cliques by dividing and labeling students according to their academic and athletic gifts. Sorting by ability strengthens the likelihood that some students will not be part of any crowd. Often, the school will initiate these differences with clear delineation (e.g., varsity letter, sports awards, academic honors) and students will then do whatever it takes to continue these lines of separation and maintain their position within the school hierarchy. The middle school years are particularly pivotal for preventing bullying, as the routine and lack of differentiation in elementary school quickly gives way to opportunities to segregate and isolate.

Approaches to anti-bullying initiatives may be considered from the micro-level (classroom) to the macro-level (districtwide). As illustrated in Figure 3.1, districtwide activities that support anti-bullying may include

- developing policies and procedures outlining districtwide definitions and punitive/disciplinary measures
- designing school safety plans that include anti-bullying initiatives to reduce youth violence and improve the learning environment

School districts should consider supporting efforts by implementing strong anti-bullying polices and procedures and by funding educational programming. Districts with safe school plans may support anti-bullying initiatives with relatively little effort by inserting anti-bullying policies in their current school safety planning. Financial support for anti-bullying efforts may become part of a school district's overall violence prevention programming, often funded through the federal Safe and Drug Free Schools and Communities component. Although districtwide support of anti-bullying initiatives is preferable, it is not necessary for school-level programming success. Rather, schools may develop effective anti-bullying efforts within the school building.

LEVELS OF ANTI-BULLYING INITIATIVES

Districtwide initiatives (Macro Level)

- Policies and procedures
- District safety plans including anti-bullying
- School/buildingwide initiatives
- School safety plan
- Bullying assessment
- Staff development
- Programming initiatives
- Curriculum support
- Programming evaluation

Classroom level (Micro Level)

- Bullying assessment
- Curriculum support
- Classroom ground rules

Figure 3.1

Anti-Bullying Program Development and Implementation Sample

Step 1: Preliminary Program Development

1. Establish an advisory committee to oversee the development of a school policy, administer the program, and help troubleshoot and publicize the program. If the school currently has an active school safety team, the school may wish to develop a subcommittee of the school safety team for the anti-bullying program. If the school does not currently have a school safety team, the school should recruit parents, school administrators, faculty, and others. Research the anti-bullying policies of schools in the area.
2. Develop an anti-bullying program plan. The plan should include a timetable for the development of a school policy, implementation of professional development activities, implementation of educational training programs for students, identification of time line for enforcement of new policy, and timetable for the review and evaluation of the program.
3. Administer an anonymous survey to students assessing the extent to which bullying behaviors occur in the school. (See Figure 3.2 for a sample survey.) Students should complete the survey prior to the development of the school policy so that defined actions of bullying will be adequately addressed. The survey is critical in identifying a common understanding of the issue of bullying by students as well as providing baseline data on the extent of bullying in the school.
4. Administer an anonymous survey to school faculty to assess their perceptions of the extent to which bully-victim behaviors occur in the schools.
5. Using unsophisticated statistical analysis, compare and contrast student responses with school staff responses. Differences in perceptions of amount, type, and severity will help school safety members appreciate the importance of their mission. It is likely that teachers will report fewer, less severe incidents of bullying behaviors than students. Use of this data will assist the committee in developing appropriate school policies.
6. Create policies and procedures associated with the anti-bullying program, using requirements of state legislation, results of surveys presented to staff and students, and resources available.

7. Present findings of the surveys at an all-staff in-service. Provide packets of information to school faculty on the consequences of bullying, long- and short-term, and ways to identify bullying behavior. Identify areas of the school that are most likely to support or facilitate bullying behavior. Create a timetable for professional development on issues of bullying management and prevention.
8. Provide an anti-bullying play or presentation to parents so that they are aware of programming initiatives.

Step 2: Program implementation

9. If anti-bullying curriculum is to be used schoolwide, train identified individuals and be sure they understand their roles.
10. Assess pre-program skills, knowledge, and attitudes.
11. Provide professional development to staff on anti-bullying. (See Figure 3.5 for sample agendas.)
12. Have school faculty and students design posters, bulletin boards, and school policies regarding the anti-bullying message and promoting anti-bullying programming.
13. Present anti-bullying program and policy to students through school assemblies and classroom presentations.
14. Rigorously monitor anti-bullying policy efforts.
15. Provide parent education meetings to discuss parenting effects on bullying behaviors and general constructive conflict resolution measures.

Step 3: Evaluation of the anti-bullying efforts

16. Assess post-programming variables of skills, knowledge, and attitudes
17. Collect measures of changes in discipline and conduct of students, including incident reports, suspensions, and if used as a means of discipline, mediation reports.
18. Review curriculum for continued use in the school.
19. Identify new staff members for training.

DEVELOPMENT OF SCHOOLWIDE ANTI-BULLYING PROGRAMS

This chapter identifies and explains the components of an effective anti-bullying program and the necessary steps for creating one. School change agents need to identify a projected time line for the anti-bullying campaign that includes preliminary program development, implementation, and the evaluation that is necessary for modifying program implementation in the future. A sample anti-bullying program is provided; however, each school will need to modify the time line depending on the goals (e.g., comprehensiveness of scope) of their anti-bullying program.

Elements of a schoolwide anti-bullying program

Schools can do much to improve the students' perceptions of the safety of the school and the level of tolerance demonstrated toward bully-victim-witness relationships. Schools can do much to battle bully-victim relationships in their schools on a voluntary basis; for schools in states with anti-bullying legislation, these voluntary measures will certainly support the state and local legislative policies, thereby improving the safety of the school community.

Developing a schoolwide plan to combat bullying is a first step for administrators and school faculty. The schoolwide plan should be identified as a mechanism for facilitating the schools' declaration of a No Bullying Zone. Just as many schools across the United States have introduced Drug-Free Schools, so too can schools visibly declare "war" on bullying relationships. In many cases, the No Bullying Zone can be a visible part of the school culture, with signage and posters within the school supporting the No Bullying Zone.

Once school administrators and faculty commit to building a supportive, safer learning environment, through strong anti-bullying messages, they must develop, implement, and modify supportive components of the anti-bullying plan. One of the most essential mechanisms for garnering school community support for anti-bullying initiatives is to convene a committee of individuals to assist in the initiative as members of an anti-bullying committee.

Creating the anti-bullying committee

Before developing the schoolwide anti-bullying plan, schools will need to convene a group that will be responsible for developing the elements of the plan. Most schools with an established school safety team will use a subcommittee to create their anti-bullying plan. The subcommittee should be no larger than five to six members who represent a cross section of individuals from the community, school faculty, parents, law enforcement, and juvenile justice. A student from the school safety team should also be a member of the subcommittee. As with school safety and crisis response planning teams, anti-bullying committee members should be cross-functional and represent a diversity of backgrounds in order to obtain the most complete plan (Seeger and Barton 2001).

A school safety team should be in place before tackling the issue of anti-bullying in a school. Therefore, if a school safety team does not exist in the school, school change agents such as school superintendents, the principal, or a designated agent within the school building should begin the process of building a team to identify issues of school safety, one issue being anti-bullying policies and programming. Anti-bullying initiatives should not be considered separate from the school safety plan; they are a specific extension of most youth violence prevention and crisis management programming.

Traditionally, school safety teams are composed of members who represent a cross section of the community and play an active role in the development of a school safety plan, and who often assist with its implementation, reviewing and modifying the plan according to the school's needs. Members from different backgrounds will usually produce more comprehensive school safety plans that best address the needs of the school and the ways in which to facilitate the plan. Most school safety teams will include a representative from the juvenile justice system, such as a judge, law enforcement official, or prosecuting attorney; a mental health specialist, such as a psychologist, counselor, or social worker; a government official, such as a mayor or city council member; a community representative, such as a person providing after-school programming; and a parent, teacher, and student. Although many schools develop school safety teams on a building-by-building basis, it is more beneficial to establish school safety plans and teams on a district level.

It is important that the school safety team members remain on the team for at least two years for the team to have some consistency. Once the committee becomes established, however, term limits and graduated schedules of member rotations should be enacted. In this case, new members will bring new ideas and new energy to the issue of school safety.

If the school safety plan is districtwide and the anti-bullying initiative is on a school-by-school basis, try to develop a subcommittee using representatives from the larger school safety team, yet adding appropriate school faculty, parents, and youth from the school. Students are key in developing a successful schoolwide anti-bullying campaign. Students need to be involved in developing anti-bullying policies and giving input on the disciplinary measures taken to deal with bullying behaviors. Their input is invaluable when determining the types of programming necessary for the school and its constituents.

ANTI-BULLYING WITHIN THE CONTEXT OF THE SAFE SCHOOL PLAN

In most cases, anti-bullying initiatives may be cleanly placed within the current school safety plan. As outlined by Barton in *Leadership Strategies for Safe Schools* (2000), school safety plans should address a variety of issues:

- environmental safety
- student education
- school-community partnerships
- policies and procedures

Environmental Safety

School safety plans should include information on maintaining environmental safety through policies and procedures for controlling access to the school building and security practices for the building. Environmental safety concerns in a school safety plan are critical and relevant to anti-bullying programming because bullying behavior may occur in specific, low traffic, dark areas of the schools. Schools may wish to develop safe areas in their school safety

plan where victimized students can go following a bullying episode. These locations must be closely supervised with the understanding that the areas are to provide short-term refuge rather than long-term solutions. Following a survey of students (see Figure 3.2 for sample), identify the locations and times in which students feel most vulnerable or unsafe. Use this information to review or develop the school safety plan specific to environmental concerns. Think about developing ways to provide adequate supervision in places and at times that students identify. Reactive approaches to school safety such as surveillance equipment to capture physical bullying episodes may also be identified in the anti-bullying plan.

The anti-bullying plan should also include a careful analysis of the playground area, the most common site of bullying, particularly in elementary grades. Environmental factors such as unstructured play areas may foster bullying and exclusion and increase boredom, competition, and conflict if resources are scarce. Playground areas should encourage activities suitable to all children, with areas available for running games such as football and solitary play areas such as an imaginary game area or working garden. Playground changes need not be expensive, as costs may be offset by community partners (assisting with the costs of landscaping) and projects may be maintained through parent involvement (encouraging parents to help with the working garden).

Student Education

Education programming for students is also a critical component of school safety plans that may be extended to include anti-bullying programming. Team members may wish to consider a number of key questions regarding how the school will implement student education programming concerning anti-bullying. Will curriculum be purchased for students, or will programming be infused throughout a particular course? If the school safety plan already calls for a peer mediation program, will it be expanded to include an anti-bullying component? Also, the subcommittee should address the need for professional development on the issue. How does the programming fit with the culture of the school, and is it appropriate for the student population?

SURVEY OF BULLYING BEHAVIORS—SECONDARY

SAMPLE SURVEY OF STUDENTS

We are interested in learning how you feel about your school. Please read each question and circle the answer that best describes how you feel most of the time. The survey is anonymous, so no one will know how you answer.

Teacher: _____

Grade: _____ Date: _____

1. I think that my school is safe.

1	2	3	4	5
Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree

2. I feel safe in my classroom.

1	2	3	4	5
Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree

3. I feel safe in the hallway.

1	2	3	4	5
Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree

4. I feel safe in the cafeteria.

1	2	3	4	5
Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree

5. I feel safe on the playground.

1	2	3	4	5
Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree

6. I see bullying in school.

1	2	3	4
Never	Sometimes (1-2 times/month)	Often (1-2/week)	Every day

7. I see bullying in my classroom.

1	2	3	4
Never	Sometimes	Often	Every day

8. I see bullying on the playground.

1	2	3	4
Never	Sometimes	Often	Every day

Figure 3.2

SURVEY OF BULLYING BEHAVIORS—SECONDARY

9. How do adults react to bullying?
    a. They do nothing.
    b. They stop the bullying and punish the bully.
    c. They stop the bullying and try to talk out a solution.
    d. They stop the bullying but then walk away.
    e. Other: _____

10. How do you react to bullying?
    a. I do nothing.
    b. I join in the bullying.
    c. I stop the bullying and try to talk out a solution.
    d. I stop the bullying but then walk away.
    e. Other: _____

11. How do you think adults should react to bullying?
    a. They should do nothing.
    b. They should stop the bullying and punish the bully.
    c. They should stop the bullying and try to talk out a solution.
    d. They should stop the bullying but then walk away.
    e. Other: _____

12. What are some things that will stop bullying in your school? (Circle as many answers as you wish.)
    a. Teach ways to handle bullying
    b. Have more adults on the playground, in the cafeteria, and hallways
    c. Create strict punishments for bullying
    d. Talk about cooperation and bullying prevention
    e. Other: _____

13. What are things that you can do to stop bullying in your school? (Circle as many answers as you wish.)
    a. Stop bullies by helping the victim
    b. Tell adults when bullying occurs
    c. Don't encourage bullying by standing by or joining in the bullying
    d. Tell the bully to stop
    e. Other: _____

Figure 3.2 (continued)

SURVEY OF BULLYING BEHAVIORS—SECONDARY

14. How often have you been bullied?

1	2	3	4
Never	Sometimes	Often	Every day

15. How often do you bully?

1	2	3	4
Never	Sometimes	Often	Every day

16. Bullying behaviors include the following: (Please circle all the items you agree with.)
    a. teasing
    b. hitting
    c. harassing
    d. gossiping
    e. name calling
    f. hazing
    g. pinching
    h. threatening

17. Where does bullying behavior most frequently occur?
    a. classrooms
    b. hallways
    c. playground
    d. cafeteria
    e. to and from school

Figure 3.2 (continued)

School-Community Partnerships

School safety plans should also consider building and maintaining school-community partnerships. Anti-bullying subcommittees may find these relationships particularly helpful. Some schools use community business partners to provide incentives for students to intervene in bullying situations. The Safe Streets program in Detroit, Michigan, offered by the National Conference for Community and Justice and the Youth Connection, created a network of business supporters along routes to and from schools. These partners often assist in intervening when witnessing bullying situations among

children walking to and from school in addition to providing safe havens for youth seeking refuge from unsafe situations.

Policies and Procedures

School safety plans must also include the potential for revising or developing school policies and procedures. Districts with policies and procedures regarding anti-bullying must be included and applied to school-based safety planning. For schools without supporting districtwide policies and procedures, development is a necessary first step toward building an anti-bullying campaign that succeeds.

Once anti-bullying campaign committee members have reviewed or created the school safety plans, and considered the implications within the district plan, the committee is ready to develop a more complete schoolwide anti-bullying plan.

Mission Statement

In addition, the anti-bullying committee may wish to develop a mission statement that will support the proposed policies and procedures. This mission statement should include a goal for the school and the anti-bullying committee and an explanation of how the goal can be achieved, from the perspective of all members of the school community.

ELEMENTS OF A SCHOOLWIDE ANTI-BULLYING PLAN

Figure 3.3 identifies the elements of an schoolwide anti-bullying plan. Policies and procedures, student and staff development, and schoolwide programming will be discussed in this chapter, while parent involvement and monitoring and evaluation will be further discussed in chapters 5 and 7.

ELEMENTS OF A SCHOOLWIDE PLAN

- Policies and Procedures
- Programming
- Staff Development
- Student Development
- Parent Involvement
- Monitoring and Evaluation

Figure 3.3

Creating and Reviewing Polices and Procedures

The purpose of an anti-bullying policy is to promote a consistent approach and to create a climate in which all types of bullying are regarded as unacceptable. The anti-bullying policies should have very clear goals and objectives which are necessary in developing appropriate programming. Anti-bullying policies usually share a common goal: to promote a safe and secure learning environment for students, free from threat, harassment, and bullying (physical, verbal, relational, sexual). The anti-bullying policy is an important step in creating a safe school climate that allows victims or witnesses to bullying to relax and focus their attention on learning rather than staying safe. School policymaking need not be complex. See Figure 3.4 for issues to consider and steps to take when creating a school policy on bullying.

Staffing During Lunch and Recess

Unsupervised times during the school day, particularly on the playground, are the most likely times for bullying behavior among children. When reviewing school policies and procedures, controlling the playground setting is an important first step in building an anti-bullying campaign in your school. One way to improve supervision while students are on the playground is to increase the number of adults available. Although there is

consensus that increasing the number of supervisors on the playground will decrease the likelihood of bullying behaviors (particularly physical behaviors), in most cases, it is not an economical solution. In addition, use of teachers during these times on a voluntary basis is not guaranteed to improve the number of adults because school faculty use lunchtime for a variety of other important activities.

Schools may be able to increase the number of adults by recruiting volunteers. In addition, schools that receive federal safe and drug-free funds or community funding often use some of these monies to pay additional lunchtime supervisors for security reasons.

An alternative to increasing the number of adults is to hone the skills of current lunchtime supervisors, making them more aware of bullying behaviors and more prepared to intervene and prevent such situations. When developing polices and procedures for the anti-bullying campaign, consider providing further training for individuals currently working (Mellor 1991). Until recently, lunchroom supervisors and playground attendants (traditionally parents or community residents) have served as untapped resources in the battle for improving school safety. Consider providing development for playground supervisors that includes:

- identifying bullying behavior (which differs from rough and tumble play)
- intervening in bullying situations
- building positive student-supervisor relationships, and
- encouraging socially appropriate and cooperative interaction on the playground.

Staff Development

Staff development is an important component of schoolwide anti-bullying initiatives. If the anti-bullying committee decides to implement schoolwide programming, such as peer mediation or a specific anti-bullying curriculum, school faculty must be highly prepared to support the programming initiatives and implement curriculum components of the initiative. Before anti-bullying initiatives begin, staff orientation and professional development opportunities must occur.

SCHOOL POLICY ON BULLYING

Items to consider in developing the anti-bullying school policy.

1. Understand the state legislation (if any) and local school district's policy before proposing school policies. Be sure to be consistent with state and local initiatives. Chapter 7 provides some guidance on legislative trends in anti-bullying.

2. Define bullying behaviors in your school. Most will include physical, verbal, relational, and sexual aggression and/or the perceived threat.

3. What are your goals for the anti-bullying policy in your school? Is your policy aimed at preventing bullying and victimization behaviors? Or, is your policy designed to be reactive to bullying behavior in the school? Will the policy cover management of bullying behavior while it occurs in the school? Will the bullying policy add to your current policies of school discipline/school safety, or will it be separate? Will the school policy also include bullying as part of a broad social skills training educational program? Is it part of a larger school safety plan or is it separate?

4. Determine what the policy will look like. What types of elements will be included: Will it outline how anti-bullying will be dealt with through the curriculum? Will it outline supervision of key areas in the school (cover only certain areas)? Will it provide information on how investigations of bullying will occur? Will it offer guidelines for punishment of policy violations, such as suspension or expulsion? Will it provide alternative education guidelines for listening to victims, witnesses, and bullies? How will notification of the parents work? As a team, develop the types of disciplinary action that should be taken against bullies, depending on circumstances.

    - Identify procedures for communicating bullying behaviors to parents.

    - Develop a process of communicating disciplinary actions on a classroom basis.

    - Decide responsibilities and roles. Who intends to do what, and when, to develop and implement the policy? Will the principal handle the punitive part? Will counselors handle the hearing/listening part?

    - How will the policy be disseminated?

Figure 3.4

The best approach to preparing and enlisting staff support for programming initiatives in the school is to provide separate sessions for program orientations and staff development. Staff should be provided with extensive information concerning the anti-bullying initiatives, how staff will be involved, what policies and procedures will occur and when, and how they may volunteer to assist with the initiative. It is important to also include a brief overview of the issue of bullying and how social skills training programs benefit academic competency in children while at the same time building safer school communities.

Staff development training should occur prior to implementation of the anti-bullying initiatives. (See Figure 3.5 for sample training ideas.) Staff should review results of the student assessment and staff assessment (if conducted) of bullying in the school and the definitions of bully-victim relationships. Short- and long-term consequences of bullying behavior also should be discussed.

IN-SERVICE TRAINING IDEAS

Agenda 1

Recognizing a bully-victim relationship
Understanding possible causes and correlates of bullying and victimization behaviors
Assessing bully-victim relationships
Analyzing effects of bullying behavior (short- and long-term)
Understanding school and state policies regarding bullying behaviors

Agenda 2

A. Intervention strategies for bullying behaviors in the classroom
B. Prevention and anti-bullying programs for the classroom
C. Integration of conflict resolution strategies into the curriculum for anti-bullying effects

Figure 3.5

Additional staff development will be required if the school has selected a specific anti-bullying curriculum that must be taught in the classroom. Anti-bullying committee members may also wish to include anti-bullying intervention and prevention techniques to the meeting agenda. If schools have not already conducted professional development trainings for violence prevention or conflict resolution education, then anti-bullying training may be folded into these important topics.

Staff development is one of the best methods for improving support for anti-bullying initiatives. Once staff members are familiar with the program and its benefits, they often volunteer to implement additional components of the anti-bullying campaign. Although staff members might not be directly involved in programming, particularly if no schoolwide curriculum is being used, the relationship between staff knowledge and support and program effectiveness and stability is quite high.

Student Development

Schools face challenges to implementing schoolwide anti-bullying programming that go beyond the regulation of policies and procedures within the school building. Schoolwide initiatives may involve the use of anti-bullying curriculum, discussed in the next chapter. Schoolwide curriculum is often implemented unsuccessfully in a nonstandardized fashion and used in isolation, making curriculum the only mechanism used to battle bullying. Schoolwide curriculum implementation depends upon the support of all faculty, some of whom may not agree that the time expended for such programming is worthwhile. Therefore, curriculum should be supplemented by schoolwide programming initiatives that involve the whole school, using various types of programs and methods of implementation. The schoolwide initiatives outlined next can have a substantial impact on the school climate, with very little effort expended by school faculty. Ideally, election of a schoolwide curriculum and implementation of additional programming measures will promote the greatest changes in bullying behaviors in the school.

Mediation

Mediation is a process through which students attempt to resolve their conflicts with the assistance of a third party who has been trained in constructive conflict resolution and mediation techniques. As neutral third parties, mediators assist disputants through the mediation process, which allows disputants an opportunity to openly discuss their conflict and reach a mutually beneficial solution. Mediation programs may be implemented schoolwide or in classrooms, but are not recommended for students younger than seven years.

Mediation programs are quite common in US schools. In 1999, the National Association of Secondary School Principals (NASSP) cited peer mediation programs as one of the best mechanisms for creating safe schools (Tirozzi 1999). One of the reasons peer mediation programs are so successful in middle and high schools is that they tend to empower students to maintain school safety while teaching important interpersonal social skills.

Peer mediation is one example of schoolwide programming that may be used within anti-bullying initiatives. Following an episode with a bully, a victim, witness, school administrator, counselor, parent, or faculty member may request mediation. The process is intended to be voluntary; therefore, both the bully and victim must agree to resolve their difference through the mediation process. Often, schools will offer bullies the option of mediation with the victim as a means of diverting possible punitive measures such as expulsion or suspension. Schools should not use mediation as an alternative to the policies and procedures established for anti-bullying behavior, but rather as a means of preventing future bullying behavior with the victim.

One of the challenges of using mediation to resolve the conflict between bully and victim is that bullies who agree to desist from their bullying behavior toward a specific student often will turn to another student and duplicate the behavior. Hence, although the goal of mediation is to model constructive problem solving, often mediation will result in a transfer of bullying behavior to another person. Careful monitoring of disputants is required.

Bully courts

Similar to mediation, bully courts are implemented in some schools as a means of reducing bullying behavior. As with mediation, a cadre of students is extensively trained to serve as arbitrators or judges who preside over the bully court. Following a bully-victim incident, students or adults may request the process through an anonymous referral system. Unlike mediation, bully courts are implemented in most schools on a mandatory basis to defer or replace in-school suspensions and detentions. Bullies and their victims, along with witnesses, are asked to explain the circumstances of the situation to a panel of bully court representatives. These representatives are then asked to judge their peers and devise appropriate punishment for the behaviors. As with mediation, adult mentorship and administration are extremely important because the court system, not the disputants, determines the outcome of the court hearing. European schools frequently use bully courts, but they are highly controversial in the United States because children determine the consequences for their peers.

✳ *Comprehensive program guides outlining peer mediation program implementation are available: see* **Peer Mediation: Conflict Resolution in the School** *(Schrumpf et al. 1991) and* **Student Mediation in Elementary School** *(National Resource Center for Youth Mediation 1995). Specific peer mediation strategies are also available in* **Leadership Strategies for Safe Schools** *(Barton 2000).*

Peer counseling

Peer counseling (peer support) is another schoolwide strategy that has been used to prevent and intervene in cases of bullying. Usually used in secondary schools, peer counseling involves training a group of students who assist and support victims of bullying. Peer counselors are not intended to be used for purposes of therapy, but rather as a mechanism for students who have been bullied to talk and to know that a social support network is available. Peer counselors are also useful for disseminating information on options for the victim, such as the mediation process. Often, peer counselors are scheduled similarly to peer mediators throughout the day and may be placed in one of the safe rooms described later in this chapter. Cowie (1998) found that peer counseling resulted in immediate and long-term effects that were beneficial to vulnerable students; it improved the school climate and enhanced the personal qualities of the peer counselors themselves.

Bully boxes

Schools often require confidential and/or anonymous methods of reporting bullying behavior. Bully boxes may be used as a technique for students to write their concerns and place the information in a locked box that guarantees confidentiality. Schools may use bully box information to refer students to mediation. Bully courts and peer counselors often are used in conjunction with peer mediation referral boxes. A sample bullying reporting form is shown in Figure 3.6. Boxes should be locked and placed in at least three locations schoolwide: next to the cafeteria, next to the main office, and near the mediation or safe room. A program administrator should collect the anti-bullying reporting forms at least twice each day and determine if the situations should be handled further through mediation, peer counseling, or bully courts (if the school provides these programs). In order for the bully boxes to assist in anti-bullying school initiatives, reporting forms must remain confidential, and the administration should not use them to discipline students. Rather, the purpose of the reporting forms is to provide a mechanism for use of the available programming initiatives. Reporting forms are also a convenient way for administrators to maintain records of patterns of behavior.

School Safety Hotlines

Recently, schools have selected telephone hotlines as an anonymous way for students to identify threats of potential violence, bullying behaviors, and substance abuse/criminal activity of other students. Schools should use hotlines differently from bullying boxes or referral boxes, especially if the school administration plans to use the information for punitive purposes. Often, law enforcement agencies supervise hotlines and monitor them for criminal acts. Occasionally law enforcement connects the hotlines to 911 emergency lines to provide the ability to quickly respond to potential threats. In other cases, hotlines are implemented within the school building and are used to provide anonymous tips regarding potential gang activity or violence, or to report bullying behaviors.

It is extremely important for administrators to use the hotlines differently than the referral boxes and to be sure that students understand the

SAMPLE ANTI-BULLYING PROGRAMMING REPORTING FORM

Date: _____

Names of the student(s) involved in the bullying incident: _____

Where did the incident occur?

____ Classroom
____ Hallway
____ Cafeteria
____ Outside
____ Other

What did the incident involve?

____ Name Calling
____ Pushing/Shoving
____ Teasing
____ Other

When did this occur? _____

Briefly describe the bullying incident:

_____

_____

_____

_____

_____

Suggested method for handling the incident:

_____Mediation _____Bully Court _____Peer Counseling _____Other

Person requesting support:

____Student ____Teacher _____Counselor _____Administrator ___Other

Name of person requesting mediation (optional): _____

Figure 3.6

important differences. Hotlines are more frequently used for disciplinary/punitive actions as opposed to referral boxes, which are used more for reconciliation or resolution between two or more parties. Hotlines have become quite controversial due to their anonymous nature and the potential consequences to individuals identified as a "threat." For instance, a school in a suburb of Detroit, Michigan, decided to install the hotline for school safety. Students quickly learned that they could call in "enemies" to get them in trouble because just giving a name and an anticipated action would cause the school administrators to take disciplinary action. In contrast, bully boxes and mediation boxes can be quite effective and require more information (although confidential), which is then screened for accuracy before the school takes nondisciplinary action.

Several states, including Indiana and Kansas, have initiated school violence hotlines as a measure of reporting. State departments of education have teamed up with law enforcement, principally state police departments (as in Michigan), to institute anonymous telephone hotlines. Calls are directed to 1-800 numbers and are then transferred to local emergency monitoring systems (911). Hotlines are relatively new, and their effectiveness in curbing youth violence in schools has yet to be carefully evaluated.

Telephone hotlines may also be used to provide support to students afraid to speak out about bullying. The fact, however, that students select the hotlines is a signal that some schools may not be providing opportunities for students to discuss problems openly. Telephone hotlines may also introduce liability for the school if a student calls the hotline seeking assistance and the result is violence against the student or school. Therefore, internal telephone hotlines may not be the best route for schools. Often, it is helpful to collaborate with local mental health agencies that already have telephone hotlines so that the help hotlines are publicized widely within the school, and agency personnel are prepared for calls that might involve bullying behaviors. Working closely with a mental health agency will also alleviate some of the liability, maintain the confidentiality of the caller, and provide the best, most trained personnel to assist students who need help.

Safe rooms

Some schools have created safe rooms to serve as a refuge for bullied students. These rooms may be open during breaks and lunchtimes. Often, schools will use the mediation room as the safe room. Safe rooms may be very important for victims; however, these rooms will only provide safety in the short term and do not teach victims assertiveness or other skills to help reduce the likelihood that the bullying will occur again. Safe rooms should not be used as a sole programming method, but rather as a temporary mechanism for victims as the school transitions to an anti-bullying school environment. Continuing safe rooms beyond the transition period might suggest to victims that the rest of the school is more hostile than it truly is.

Techniques for involving family members

Whole school anti-bullying initiatives should incorporate students' parents/guardians as much as possible to

- ensure their support for programming,
- build rapport and recruit volunteers among parents/guardians for anti-bullying programming,
- educate parents/guardians on bullying behaviors and parenting practices and their relationship to bully-victim-witness relationships, and
- support staffing needs and fill gaps during highly volatile lunchroom and playground times.

Family members of students may become involved in the anti-bullying initiatives in a number of ways, including:

- participating in the anti-bullying plan committee,
- attending orientation and educational development meetings at the school, and
- volunteering to publicize the initiatives or raise funds for programming.

In addition, parents play a pivotal role in assisting in anti-bullying initiatives by identifying bully-victim-witness behaviors in their own children,

teaching their children more appropriate interpersonal skills and methods for using the skills, and serving as models who express themselves constructively in interpersonal relationships.

Anti-bullying committee members should be prepared to support and educate parents about bullying. They should create short, direct-mail literature inviting parents to review the extensive resources at the school. Parents should be advised of the elements of the whole school plan for anti-bullying and given helpful hints to use in the home. A sample of important information to share with parents/guardians is provided in Figure 3.7.

PARENT INFORMATION SHEET

Elements to include in letter/educational materials for parents/guardians

1. Identify components of the anti-bullying initiatives including changes in policies/procedures regarding suspension, detention, and expulsions for bullying behaviors.
2. Provide statistics of bullying behavior in the school (as provided by the student survey).
3. List ways that parents may become involved in the anti-bullying initiatives, including the time commitment or level of training necessary to volunteer.
4. Encourage parents/guardians to talk to their children about how they are being treated by other peers as a mechanism to diagnose potential bullying.
5. Alert parents on what to look for, such as a significant change in behavioral, sleeping, eating, or play patterns; torn clothes; grade changes; or needing extra money.
6. Provide methods for parents/guardians to tell school administrators if they suspect bullying-victim behavior in their children.
7. Outline ways that parents/guardians may educate their children on bullying-victim relationships, including methods of rewarding kindness and tolerance toward others when intervening in a bullying episode.

Figure 3.7

SUMMARY

Developing an effective anti-bullying program is a complex task that demands the involvement of students, parents, teachers, administrators, and the community at large. Whether the plan develops on a classroom level or districtwide, it takes time to create and implement. Student surveys designed to measure the scope of the existing problem are a common starting place. From there, programming can be designed to raise student and staff awareness of what constitutes bullying and how it can be managed. Everyone involved needs to be trained to recognize his or her role: from parents who can learn how to spot and minimize their child's bullying or victimization to students themselves who may help solve the problem through their participation in peer counseling or bully courts. The most successful anti-bullying programs are those that approach the problem systematically and involve everyone in the solution.

CHAPTER 4

Strategies for Managing and Preventing Bullying Behavior in the Classroom

The whole school approach to anti-bullying is preferable as it provides the best foundation for changing all schoolchildren's knowledge, skills, and attitudes regarding bullying behaviors. However, much work in the prevention and management of bully-victim relationships may be accomplished at the classroom level.

The effectiveness of classroom management and prevention strategies in curbing bullying behaviors, however, depends largely on classroom teachers' perceptions and attitudes toward bully-victim relationships. Research conducted in Europe and Scandinavia supports the impact of teachers' perceptions of bullying behavior and the likelihood of those teachers to prevent, manage, or intervene during bullying episodes in the classroom.

Until recently, teachers may not have felt comfortable intervening in bully-victim relationships because of a false belief that an intervention might create more serious problems for the victim in the future. Only recently have researchers discounted bullying as a harmful rite of passage for children, now recognizing the serious consequences that may result from such relationships. School faculty has responded quickly to the latest research by developing their own skills and learning how to teach children to handle bully-victim-

witness relationships. However, too often school staff may be unaware of what bullying behaviors look like or may not know how to manage the behaviors or prevent them from occurring. Researchers have identified that teachers intervene in bullying episodes only in a minority of cases, perhaps because they are not aware that they are occurring (Atlas and Pepler 1998, Craig and Pepler 1997). Other teachers believe that social skills training programs need not be taught in school, and that the teacher's sole responsibility is academic competency.

Often, teachers are unprepared for handling bullying behaviors. Many education schools across the country do not cover social skill development and school safety as core courses; bullying behaviors are often not addressed unless the issue is covered during a discussion of classroom management strategies. Recently, the National Center to Prevent School Violence in North Carolina piloted a teacher education program to prepare educators for issues of school safety. Given the current literature on school bullying and its potential relationship to school violence, teaching professionals' attitudes on their responsibility in teaching, intervening, and preventing destructive conflict resolution strategies have begun to change. Almost as important, teachers must consider children's social skill development, because research shows that more socially sophisticated children are also children who excel academically. Providing bullied children with opportunities to build their self-esteem, self-competence, and future academic success is the responsibility of all teachers in K–12 classrooms.

MANAGEMENT VERSUS PREVENTION TECHNIQUES

Often, issues of classroom management become intertwined with prevention programming, particularly when dealing with social skill development. Teachers need classroom management techniques to deal with disruptive students who interfere with the learning process of their peers. Classroom management techniques might be useful to handle students who challenge the teacher and other students, are disrespectful, refuse to adhere to classroom rules, and do not comply when asked to participate. In these examples,

classroom management clearly is necessary for the classroom environment to be renewed to one of learning. Prevention techniques often overlap classroom management techniques; however, they should be used in the classroom setting for different purposes. Prevention techniques are useful when they are intended to prevent the expression of behaviors that interfere with classroom management. For instance, developing constructive social relationships in the classroom may reduce the need for classroom management when using cooperative or group activities. In contrast, classroom management techniques do not necessarily teach children the skills needed to prevent future behaviors.

Eliminating bullying behaviors often requires school faculty members to use both classroom management techniques and prevention techniques. Bullying behaviors often occur in the classroom setting and may occur during cooperative or group activities or even during structured instruction time.

Classroom management resources often focus on a number of strategies that are most useful in handling classroom situations including bullying episodes. See Figure 4.1 for categories.

CLASSROOM MANAGEMENT STRATEGIES

Preparedness: Teachers with effective classrooms have developed a number of methods for handling student issues, similar to a series of file drawers. The file drawers have diverse options including environmental/structural resolutions to issues of classroom management as well as a variety of potential responses to appropriate or inappropriate behaviors.

Responsiveness: To create effective learning environments, teachers also must be responsive to classroom management issues. Ignoring inappropriate behaviors informs students that their behavior does not have consequences and is therefore validated and can be duplicated. Teachers with effective management styles also respond unemotionally to classroom situations. Although it is difficult to do, maintaining composure during a volatile classroom challenge makes teachers better able to deescalate and effectively manage situations than they would be if they were to respond with heightened levels of emotion.

Consistency. Not only should teachers be prepared to respond to classroom management challenges immediately, but they also should be consistent in responding to inappropriate behaviors in the classroom.

Figure 4.1

CLASSROOM MANAGEMENT TECHNIQUES FOR BULLYING BEHAVIOR

Preparedness

- Prepare a list of techniques that you may use to diffuse situations in the classroom setting.
- Learn to identify bullying behaviors in the classroom and understand how classroom structure, cooperative learning group composition, and social skills training programs may prevent the need for management strategies.

Responsiveness

- Respond firmly to reports of bullying in the classroom. Avoid an overly punitive response to bullies as it models authoritarian methods of resolving conflict.
- Never ignore the bullying behaviors by redirecting the group unless using this technique to address the bullying behavior in private. Ignoring the bullying behavior reinforces its expression in the classroom and the teacher's acceptance of it.
- Confront the bully with the victim present, either after class or when the incident can be addressed without heightened emotion. Never confront the bully in front of the classroom as it provides a larger audience in front of which a bully may continue the taunting.

Consistency

- Decisive responses must occur every time when bullying behavior is observed or reported by students in the classroom.

Figure 4.2

These classroom management techniques may be applied to anti-bullying management in the classroom as outlined in Figure 4.2 and illustrated in Figure 4.3.

PREVENTION STRATEGIES

Prevention of bullying-victim behaviors in the classroom is important for building an effective learning and socially inclusive environment. To

ANTI-BULLYING MANAGEMENT AND PREVENTION TECHNIQUES

Figure 4.3

implement prevention strategies, teachers must be prepared to spend some time during class to work with students using unconventional teaching methods covering untraditional topics. For instance, teachers must be comfortable providing students with classroom time to dialogue with each other about personal experiences involving social interactions. Instruction time in core areas is often reduced to accommodate the need to build classroom settings that are safe and free from bullying behaviors, yet in the long-term are more conclusive to learning.

A number of strategies are useful in preventing bully-victim relationships in the classroom setting. Before teachers embark on implementing a bully-free environment in the classroom, they should assess student perceptions of bullying behaviors. (See chapter 3 for a sample assessment instrument.) Besides assessing individual perceptions of bullying behaviors, teachers may ask students to use a measure of peer popularity (e.g., sociometric nomination) as a tool to assist the teacher with identifying students who may be at risk for bullying/victimization. Teachers may provide students with the following task:

Ask each student to write two names in response to each of the following questions:

- name two students you would invite to your birthday party
- name two students who you would not invite to your birthday party
- name two students who get picked on by others
- name two students who pick on other students.

Responses to these questions should remain anonymous and should serve not to label students (and therefore affect your behavior) but rather as a yardstick for further understanding your students' perceptions regarding others in the classroom setting. In addition, this exercise may also assist the teacher with more careful observation of the classroom as a means of preventing bullying behavior.

Once teachers have identified perceptions of bullying behaviors and understand student needs, they may implement specific strategies or programming. The following three factors are crucial to developing effective strategies for preventing bully-victim relationships.

Teacher-Student Relationships

The greatest mechanism for preventing bullying and victimization in the classroom is to develop the quality of the teacher-student relationship with all students in the classroom. Building rapport with students in the classroom has several important outcomes, which tend to influence any anti-bullying classroom initiatives. As well, supervision and discipline of student behavior

will contribute greatly to building more constructive teacher-student relationships.

First, developing the quality of the teacher's relationship with all students will enable victims to feel comfortable sharing their experiences. Too often, students feel uncomfortable disclosing bullying episodes to teaching faculty because they are unsure of how the teacher will react. Discomfort with the teaching relationship is the most common reason for students to hide bullying behaviors.

Next, quality student-teacher relationships will improve the likelihood of students disclosing bullying behaviors occurring in the classroom. Similarly, witnesses to bullying behaviors will be supported to intervene if they possess a better relationship with the classroom teacher.

Finally, social skills training programs are more effective when teachers have strong interpersonal relationships with students. In the case of social skill prevention programs, the messenger must be able to model constructive interpersonal strategies with students in order to effect individual changes.

To reinforce prosocial behaviors that occur between students and within the teacher-student relationship, teachers should consistently acknowledge and reward them. Conversely, careful supervision and discipline of negative behaviors are critical not only for classroom management but also as a prevention strategy against bullying behaviors in the classroom. Teachers need to educate themselves on definitions of bullying, identification of bullying behaviors in the classroom, and methods for assessing and observing bully-victim relationships in the classroom. This knowledge will assist teachers in appropriately supervising the classroom setting, particularly with what types of bullying and victimization behaviors will occur in the classroom and what they look like. Developing a repertoire of possible methods for dealing with classroom management issues is an important step for supervising the classroom and preventing bullying behaviors.

Methods for disciplining students may also be used to prevent bully-victim relationships from flourishing in the classroom. The responsibility of classroom discipline may be shared among students and the teacher when handling student-student conflict situations.

A common prevention strategy for teachers is to provide an opportunity for students to assist in developing consequences for inappropriate behaviors in the classroom. Students should identify the types of offenses they perceive as bullying behaviors and resulting disciplinary actions. Some teachers will also develop consequences for bullying supporters and witnesses who do not intervene in bullying episodes. In cases where bullying occurs, teachers are supported for disciplining the students because the consequences have been developed by the classroom, hence shifting responsibility from the teacher's wishes to the wishes of all classroom participants. When developing disciplinary guidelines in the classroom, however, be sure that these guidelines are in compliance with any school or district measures involving bullying behaviors. Behaviors and resulting consequences should be prominently posted in the classroom.

In a related fashion, teachers and students may create a class code of conduct to supplement the disciplinary guidelines they have developed (see Figure 4.4). Teachers should consider implementing several lessons on awareness of bullying and prosocial behaviors prior to developing the code. Literature is an excellent starting point. Consider using the Berenstain Bears (*The Berenstain Bears and Too Much Teasing*, 1995) for elementary schoolchildren and *Lord of the Flies* by William Golding (1959) with older students. While discussing the books, teachers may lead a discussion on bullying, identifying bullying behaviors, and how bullying feels and affects people. Students may then generate a list of prosocial behaviors to combat bullying as the basis for the classroom code of conduct.

OUR NO-BULLYING CLASSROOM RULES

- We won't bully other students.
- We will stop bullies by being speaking up and by helping other students who are being bullied.
- We will tell adults when we see or hear about bullying and ask for help.
- We will learn how to resolve conflict in peaceful ways.

Figure 4.4

Environment

Teachers play a critical role in developing a safe and inclusive classroom for all students. This is particularly important when preventing and intervening in bullying situations. Regardless of the type of curriculum they use (direct instruction with an anti-bullying curriculum or direct infusion of issues), teachers should begin to develop a respectful, civilized classroom as early in the semester as possible. Rewarding prosocial behaviors observed in the classroom setting is critical for building an environment conducive to anti-bullying initiatives. Special awards for cooperative behaviors may be distributed at school assemblies, supported by local businesses, or developed within the classroom setting through "reward bowls."

Dialogue is another technique useful for building inclusive classroom settings. Dialogue is a purposeful discussion. The goal of dialogue is to search for understanding rather than agreements or solutions. Dialogue requires the teacher to become a facilitator for participation and a guide for self-discovery rather than a leader and educator imparting knowledge to others. If the school has created a whole school approach to anti-bullying, often teams of teachers will spend one planning period every two weeks, rotating in other classrooms to allow for impartiality, to serve as facilitators of dialogue sessions. Sometimes dialogue is difficult for teachers because it requires them to take a different role with the students, empowering students to learn through each other in a non-traditional fashion. Dialogue is a highly effective tool, particularly in the middle and high school grades, because it enables individuals to reflect on their own experiences (introspection) before thinking about how these experiences may affect their behavior toward others. See Figure 4.5 for some dialogue guidelines.

Dialogue may also be used in conjunction with curriculum implementation, providing students with an opportunity to use the skills that they are learning through direct instruction of the other curriculum. Students will be able to use techniques important for developing skills such as listening and perspective taking while developing increased self-esteem and awareness.

DIALOGUE GUIDELINES

1. Describe the purpose of dialogue to students. A good dialogue will include the opportunity to:
   - listen to and be listened to such that all youth will be heard.
   - develop or deepen mutual understanding of each other.
   - speak and be spoken to in a respectful manner.
   - learn about the perspective of others and reflect on one's own views.

   This will assist students in identifying rules (step 2) that will help the group build trust.
2. Identify rules for dialogue separate from the classroom rules. Tell students that you intend to use classroom dialogue often and need everyone to feel comfortable sharing opinions, ideas, and beliefs. Make sure you clearly shift into the dialogue mode by pointing to the rules when the session begins and when it ends. (Have students generate the rules on their own. Post them in visible spots in the classroom. Amend them on a regular basis. Do not add any rules on which the group does not agree. The only rule that is very important is the confidentiality rule.)
3. Design the classroom for dialogue; have desks or chairs placed in a circle (if possible) to allow students to see everyone. Have the group practice with dialogue by starting with examples such as "My favorite television show is . . . ," or "The worst thing that has ever happened to me was . . . ," or the "The best thing is . . . ," and move toward thinking about what friendship means. Teachers should be part of the circle and not separated from it, yet should not be participants in the dialogue.
4. One of the main goals of the dialogue group is to encourage all participants to feel safe to share their own experience and opinions. However, students should not be called upon to respond in the group unless they wish to do so. Teachers should encourage participation from everyone through nonverbal cues (e.g., shifting gaze to nonparticipating students, nodding at them, posing the open-ended question "Would anyone else like to share?"). Eventually, the management of the group will also become the responsibility of the group. You may need to remind them of the rules of the group early on; later in the semester, students should begin to control the group on their own.

Figure 4.5

Dialogue is most powerful in attacking biases, stereotypes, and prejudices that students possess in the school setting. Dialogue should never be used to directly address bullying because it leaves victims isolated, and it is difficult not to call attention to them. Rather, dialogue is intended to provide

- support for victims by allowing them a safe activity to participate,
- opportunities for bullies to think about their own behavior introspectively, and
- a voice for bystanders in the classroom, empowering them to become more assertive and perhaps intervene in bullying situations.

The ultimate goal of the program is to promote a form of communication, dialogue, among students, and, in the process, support the development of inclusive learning and social communities.

An important step toward building an environment free from bully-victim-witness relationships is encouraging students to think about the concept of respect in the classroom using the dialogue process. See the Figure 4.6 for the Respectful Classroom Activity.

CURRICULUM: PROCESS VS. INFUSION

Teachers can use anti-bullying curriculum at any grade level. Traditionally K–12 teachers use either the process approach or the infusion approach to educating students. The process curriculum approach uses a specific time of class to teach anti-bullying from a standardized curriculum. Curriculum materials specifically designed for reducing bullying behavior are discussed later in this book. Many violence prevention curricula also offer lessons on beating bullying behaviors in the classroom. Steps to Respect (Committee for Children) is one example of an anti-bullying curriculum designed to provide teachers with ready-made lesson plans and ideas for implementation.

The curriculum infusion approach involves the integration of concepts of anti-bullying and constructive conflict resolution into the existing curriculum. Lessons expose students to concepts of assertiveness, effective communication skills, perspective taking, and generating and evaluating solutions

THE RESPECTFUL CLASSROOM

Objectives:

- To better understand the process of dialogue and reflective thinking
- To use effective listening and empathy skills
- To understand the importance of respect in an inclusive classroom and in constructive interpersonal relationships
- To identify behavior and feelings of respect

Students are asked to complete the Respectful Classroom Exercise. Teachers may introduce the exercise with the following. "We have already identified what inclusive behaviors look like in the classroom. The purpose of this exercise is to identify behaviors and feelings associated with respect, an important part of building an inclusive classroom."

Respectful Classroom Exercise

Please take a few minutes to read and complete the following statements concerning respect.
I know that I am being respected when...

_____
_____
_____

I know that I am not being respected when...

_____
_____
_____

An example of a respectful behavior would be... (Describe the behavior.)

_____
_____
_____

When I am treated with respect, I feel...

_____
_____
_____

The teacher should facilitate the dialogue after the students have finished the worksheet.

Debriefing questions.

1. What came to mind when completing these statements?
2. Are there differences in the ways people experience and express respect? Similarities?
3. How might these differences impact the way we behave toward others?
4. How should we incorporate what we have learned about respect into our classroom rules?

Figure 4.6

throughout lessons on language arts, science, and even math. Teachers may use a combination of techniques to best meet students' needs in the classroom. Teachers may also want to consider using other school safety content, such as violence prevention training, adding important anti-bullying components. These are usually directed toward witnesses and victims and include assertiveness and relaxation techniques. Lessons that are critical in reducing bullying behaviors in the classroom include:

- empathy/perspective-taking skills,
- assertiveness, and
- constructive conflict resolution.

Teachers should also include lessons on identifying bullying behaviors, managing bully-victim incidents, and reporting incidents. A sample introductory lesson on vocabulary is provided in Figure 4.7.

Empathy and Perspective-Taking Skills

Perspective taking involves the ability to see multiple perspectives simultaneously, and empathy involves the ability to understand or sense how others feel or what they think about a situation.

Perspective taking involves the ability to see multiple perspectives simultaneously, and empathy involves the ability to understand or sense how others feel or what they think about a situation. These skills are necessary for helping students identify how bullies, victims, and witnesses may feel during a bullying episode.

Researchers indicate that sophisticated perspective-taking skills are related to a variety of social skills, including constructive problem solving (Bosworth, Espelage, and Dubey 1998). Students with sophisticated perspective-taking skills are better problem solvers and are more likely to generate sophisticated methods of handling difficult social situations (Marsh, Seratica, and Barenboim 1981). Therefore, children with more sophisticated affective perspective-taking skills are more likely to empathize and are often more capable of handling conflict constructively.

Students younger than the age of seven years are cognitively limited in their abilities to take the perspectives of others and to empathize. However, students at the upper elementary, middle, and high school levels are capable

VOCABULARY EXERCISE

Objectives:

1. Encourage students to work together collaboratively (with unfamiliar peers).
2. Help students develop a vocabulary associated with bullying.
3. Build a foundation for a classroom approach to dealing with bullying situations.

Place the following words up on the board. Ask students to work in pairs or groups to define the words. When finished, ask the groups to write their definitions on the board next to the word. Each group should only write the definition for one word. When all the words have been defined, provide students with the following definitions to see how closely they match.

BULLY – An individual who uses intimidation, strength, or aggression to try to control another person.

VICTIM – An individual who suffers as a result of another's intimidation or aggression.

INTERVENE –To come in between to solve a problem or stop a negative behavior or situation from continuing or occurring.

WITNESS – An individual who views or knows of a problem, behavior, or situation.

TAUNT– To insult or tease.

EMPATHY – The ability to put oneself in someone else's shoes; to understand the thoughts and feelings of another person.

RIDICULE – To mock or make fun of another person's speech, mannerisms, and/or clothing.

Figure 4.7

of understanding multiple perspectives and appreciating the feelings and emotions of others. Yet, they may not perform these skills during bullying episodes. Often, students who make judgments based solely on their experiences or their own perceptions demonstrate poor performance of perspective-taking skills. Activities that allow students to demonstrate how their biases and prejudgments affect their behavior toward others are useful, particularly at the high school level. Figures 4.8 and 4.9 are sample exercises demonstrating how students make assumptions about others and how these assumptions affect behavior. The existence and performance of sophisticated perspective taking enhances the likelihood that students will empathize when witnessing bullying, or serving as the bully or victim.

LETTS/NOTS CULTURES EXERCISE (FOR MIDDLE SCHOOL STUDENTS)

Purpose: The exercise demonstrates how individuals make assumptions about others with limited information, and how these impact one's behavior toward others.

How To: Divide students into two groups, labeling one group the Letts Culture and the other group the Nots Culture. Be sure to include both bullies and their victims in the same culture group. Provide each group with a list of only their culture's characteristics. Separate the groups for ten minutes. During this time students should practice the characteristics of their culture. After ten minutes, the Letts and Nots cultures will meet for the first time. The goal of each group is to interact with the other culture and try to learn as much about them as possible through their behaviors. Group members are not allowed to inform the other group of their "written" characteristics.

Discussion Questions:

1. Ask the Nots Culture to describe the characteristics of the Letts Culture.
2. Ask the Letts Culture to describe the characteristics of the Nots Culture.
3. How did you learn about the cultures?

Allow each group to read the written characteristics of the other group before asking each group the next set of questions.

1. In what ways were you correct or incorrect? What assumptions did you make about the other group that were correct or incorrect?
2. How do incorrect assumptions affect the way you interact with one another?
3. What might you do to make sure you are not making incorrect assumptions about others?
4. How does this exercise relate to the way you interact with each other in the classroom or at home?

Figure 4.8

Characteristics of the Letts Culture

- Letts are extremely agreeable.
- Letts enjoy talking and discussing issues (often loudly).
- Letts love the outdoors and enjoy natural sunlight.
- Letts like to move around and rarely stand in one place at any one time.
- Letts make eye contact frequently with others.
- Letts stand closely to persons upon meeting them.
- Letts often interrupt each other when they talk.

Characteristics of the Nots Culture

- Nots allow others to finish speaking before talking.
- Nots prefer to stand some distance from other upon meeting them.
- Nots dislike eye contact with others.
- Nots prefer activities requiring little movement.
- Nots prefer the indoors and like to stay out of the sun.
- Nots do not talk often and when they do talk it is in a soft voice.
- Nots often disagree with the opinions of others.

Figure 4.8 (continued)

TRADING PLACES EXERCISE (FOR HIGH SCHOOL STUDENTS)

Purpose: The goal of this exercise is to provide students with an opportunity to explore their own stereotypes and biases, which may ultimately impact their behavior toward others. The exercise also highlights how individuals make assumptions about others using very limited information.

Directions: Provide students with Round 1. Ask students to rank each of the eleven individuals according to the extent to which the student would trade places with the individual for one year. A rank of (1) would reflect the most appealing trade and (11) the least appealing trade. Once students have completed the worksheet for Round 1, ask them to turn the sheet over, so they cannot see their rankings. Provide students with Round 2, and repeat the instructions for completion. Once finished with Round 2, students should hide their responses before completing Round 3.

Discussion questions include:

- What was your most appealing trade? Least appealing? Why?
- How did your rankings change across the three rounds?
- On what criteria did you base your rankings?
- Why did your ranking change across the rounds?
- How is this exercise applicable to everyday life in the classroom?
- How do assumptions based on incomplete information affect our interactions with one another?

Round 1	*Rank*
1. Sixty-one-year-old white male aerospace manager	_____
2. Successful owner/operator of beauty salon	_____
3. Black female (pregnant) with three children	_____
4. Native American Chief and Board Member of the National Organization of Native Americans	_____
5. Colorful, loosely attired Hispanic female	_____
6. Twenty-six-year-old black male working at McDonalds. Scar on left side of face.	_____
7. Blind, panhandling homeless person	_____
8. Asian merchant walking home at 3:00 a.m.	_____
9. Forty-five-year-old male auto worker	_____
10. Thirty-seven-year-old female bank president	_____
11. Twelve-year-old child prodigy (piano)	_____

Figure 4.9

TRADING PLACES EXERCISE

Round 2

		Rank
1. Sixty-one-year-old white male aerospace manager	Two (2) granddaughters recently divorced	____
2. Successful owner/operator of beauty salon	Single male parent of two-year-old son	____
3. Black female (pregnant) with three children	Husband died in Desert Storm (Captain)	____
4. Native American Chief and Board Member of the National Organization of Native Americans	Bejeweled and falsely arrested three times	____
5. Colorful, loosely attired Hispanic female	Works out of her home	____
6. Twenty-six year-old black male working at McDonalds. Scar on left side of face.	Part-time university student	____
7. Blind, panhandling homeless person	Lost sight in gang war	____
8. Asian merchant walking home at 3:00 a.m.	Three daughters attending N.Y.U.	____
9. Forty-five-year-old male auto worker	Married with two children	____
10. Thirty-seven-year- old female bank president	Recently underwent major surgery leading to long recovery process	____
11. Twelve-year-old child prodigy (piano)	Played at Carnegie Hall at age of seven	____

Figure 4.9 (continued)

TRADING PLACES EXERCISE

Round 3

			Rank
1. Sixty-one-year-old white male aerospace manager	Two (2) granddaughters recently divorced	Recently arrested for stealing	____
2. Successful owner/operator of beauty salon	Single male parent of two-year-old son	Gay male	____
3. Black female (pregnant) with three children	Husband died in Desert Storm (Captain)	Nuclear physicist – graduate of MIT	____
4. Native American Chief and Board Member of the National Organization of Native Americans	Bejeweled and falsely arrested three times	Convicted of gambling and prostitution	____
5. Colorful, loosely attired Hispanic female	Works out of her home	President and owner of architectural firm	____
6. Twenty-six year-old black male working at McDonalds. Scar on left side of face.	Part-time university student	Owner of numerous McDonalds locations	____
7. Blind pan handling homeless person	Lost sight in gang war	Shot as innocent passenger in drive-by shooting	____
8. Asian merchant walking home at 3:00 a.m.	Three daughters attending N.Y.U.	Runs store front for drug operation	____
9. Forty-five-year-old male auto worker	Married with two children	Recently won $25 million in lottery and quit work	____
10. Thirty-seven-year-old female bank president	Recently underwent major surgery leading to long recovery process	Will soon be marrying female companion	____
11. Twelve-year-old child prodigy (piano)	Played at Carnegie Hall at age of seven	Contracted AIDS from a blood transfusion	____

Figure 4.9 (continued)

Assertiveness

Assertiveness training education is important as a classroom instruction topic to reduce bullying behavior because it targets not just victimized students. Rather, assertiveness training is critical in developing witnesses' skills and creating attitudes toward the bullying behaviors of others that tend to reduce the incidence of bullying. Assertiveness is when an individual stands up for his or her own rights in a situation without violating the rights of another individual. Assertiveness is a required skill for bullied students because it will assist them in responding to the bully, stating their position, emotions, and wishes clearly and directly. The assertive witness may also defend the victimized student or may challenge the behavior of the bully. The assertive student is usually resistant to manipulation by the bully and resistant to the bully's aggressive tendencies. Assertive responses may be either verbal or nonverbal.

Assertiveness is when an individual stands up for his or her own rights in a situation without violating the rights of another individual.

Students may learn assertive verbal responses through effective communication skills. Teaching students to communicate effectively with each other will help students resolve much of their conflict. Effective communication skills will help victims and witnesses of bullying episodes manage, intervene, and even prevent bullying behaviors. One strategy for communicating effectively is through the use of "I messages." I messages assist individuals with identifying the main issues of a conflict situation. Usually when anger is present conflict participants make "you statements" such as "You always . . . !" Or "You are such a . . . !" You statements are frequently used in bullying situations that are relational or verbally abusive. Such you statements are hostile comments intended to inflict harm. Students instead should be encouraged to practice "I statements" to support assertive techniques and counteract the harmful "you statements."

I messages possess three general components (Gordon 1970) and may contain a fourth component that is particularly useful in confronting bullying situations. These messages include:

- a statement of the speaker's feelings (e.g., "I feel _____")
- the noxious behavior that is the cause of the feelings (e.g,"when you _____")
- the reason that the behavior affects the individual ("because ....")
- a behavior that would alleviate the stated emotion ("I would like you to ....").

I messages may serve as the basis for victims and witnesses responding to bullying situations. An example of an I messages might be,"I feel angry when you call me that name because it isn't respectful (nice), and it isn't my name. I would like you to call me Calvin." Another example would be, "I feel sad when you pick on Jennifer because she is minding her own business. I would like you to include her in the game." Identified goals of the assertiveness training are presented in Figure 4.10.

While teaching assertiveness training, bullies in the classroom will also be trained. Therefore, it is very important to infuse the techniques of assertiveness with conflict resolution strategy techniques such as role playing and modeling. See Figure 4.11 for strategies for teaching assertiveness and role playing.

GOALS OF TEACHING ASSERTIVENESS

When teaching assertiveness, the goal is to teach students how to

- make assertive statements
- resist manipulations and perceived threats associated with bullying
- respond to bullying behavior
- enlist the support of bystanders

Figure 4.10

ASSERTION SKILL EXERCISE

Objectives:

1. Provide students with an opportunity to practice assertiveness statements
2. Encourage students to role play using masks
3. Develop skills of witnesses to intervene in bullying situations
4. Begin to develop a sense of community and safety within the classroom

Have each student create a mask for assertion skills practices. Masks will often equalize students in the classroom and will enable victims to participate in the exercise without fear of consequences. The masks should represent their own personality and should not be based on a character from television or popular culture. If students are struggling with their masks, ask them to take the first letter of their name and match it with an emotion. Draw the mask face showing that emotion. This will also provide students with practice in naming and drawing emotions beyond mad, sad, or happy.

Once the masks have been completed, have students practice "I messages" as a means of practicing effective communication skills and supporting assertion techniques. Provide opportunities for students to use the masks over a period of time and even in role-play situations. Gradually eliminate the use of the masks and continue to provide opportunities for students to practice their assertion techniques.

Figure 4.11

Constructive conflict resolution strategies

Bullies and victims will benefit from constructive conflict resolution education, which teaches children to replace competitive with collaborative methods of resolution. As discussed previously, bullies and victims demonstrate highly competitive conflict resolution strategies during their interactions. Bullies use aggressive methods, and victims avoid or withdraw from conflict. In both cases of aggression and withdrawal, participants resolve conflicts using win-loss solutions. Bullies perceive that the use of aggression as a means of resolution results in "winning" while victims, through withdrawal, "lose."

The goal, therefore, of teaching constructive conflict resolution strategies is to provide students with skills, knowledge, and attitudes to resolve conflict using collaborative methods. Principles of constructive conflict resolution education are listed in Figure 4.12.

PRINCIPLES OF CONSTRUCTIVE CONFLICT RESOLUTION EDUCATION

1. Identification of the problem. Support students' ability to identify the problem and express it in terms of both conflict participants.
2. Expression of each person's feelings. Identify conflict participants' feelings, both the protagonist's and the antagonist's.
3. Description of strategies for resolving the conflict. Develop strategies that address the needs of both conflict participants.
4. Evaluation of conflict resolution strategies. Veto solutions that do not address the problem or the needs of each of the conflict participants.

Figure 4.12

In many schools, educators use cooperative learning activities to introduce the concepts of constructive conflict resolution (Johnson et al. 1992). Deutsch (1993) states that cooperative learning groups are an excellent mechanism for teaching these skills because they require positive interdependence, face-to-face interactions, and individual accountability. However, cooperative learning groups are often misused in social skill training development. Too often, educators will attempt to combine a social skill lesson with one with an academic goal. Rather, cooperative learning groups must be used for purposes of social skill development or learning an academic concept, but not both. The composition of the cooperative learning group determines the benefit to the group. Therefore, cooperative learning groups that are developed for the purpose of teaching a social skill, such as constructive conflict resolution, require group members with a variety of abilities. Too often, bullies and their victims are placed together in cooperative learning groups, without regard to the similar way in which they resolve conflict. Cooperative learning groups composed of bullies and victims will merely learn to reinforce the negative way they resolve conflict, as opposed to learning more sophisticated methods. When determining members of cooperative learning groups, identify students' social skills ability rather than academic ability. Place

highly functioning members with lower functioning students so that highly functioning students may serve as models and mentors of sophisticated problem-solving methods. Students who may require assistance with social skills should be placed with students demonstrating higher ability. A method for measuring social skill ability is discussed in chapter 6.

Some ideas for teaching constructive conflict resolution skills are presented in Figure 4.13.

Classroom Curriculum to Prevent Bullying—The Process Approach

Bully Proofing Your School: A Comprehensive Approach for Elementary Schools (Garrity et al. 2000) provides a comprehensive blueprint for

INFUSING CONFLICT RESOLUTION SKILLS INTO THE CURRICULUM

1. Have students develop journals recording conflicts that occur in their lives and the lives of others. How were they resolved, how could they have been resolved, and how would different solutions create different results?
2. Have students identify conflicts in television and media and through newspapers. Have students record the number of times participants use constructive conflict resolution strategies. Develop graphs outlining numbers/percentages of various types of conflict resolution strategies and their outcomes. Identify other methods that conflict participants use, and create new, more constructive ways of resolving the conflict.
3. Role play conflicts occurring in the classroom. Have students generate solutions and role-play each possible outcome. Be sure to have students reflect on the feelings of each of the participants. Role-play ideas can be generated through an "idea box" placed in the front of the room. Review the role-play suggestions before engaging the classroom to determine their appropriateness. Be sure to role play different types of conflicts including student-student, student-teacher, parent-child, and sibling conflict in order to assist students with generalizing their skills to multiple relationships.

Figure 4.13

implementing a bully-proofing program designed to make school environments safe for children both physically and psychologically. The book recommends schoolwide approaches as well as mechanisms for training students in the classroom setting. The student curriculum is designed to be completed within two to three months and emphasizes ways for teachers to develop the skills of victims and witnesses, while changing the behaviors of bullies.

Steps to Respect: A Bullying Prevention Program (Committee for Children, 1998) is a school-based social and emotional learning program designed to decrease bullying behaviors and help children build more respectful, caring peer relationships. The program begins by teaching children friendship skills, and then continues by teaching children how to recognize bullying, how to assertively refuse bullying, and how to report bullying to adults.

CLASSROOM PROGRAMS TO PREVENT BULLYING

In addition to selecting and teaching an anti-bullying curriculum, teachers can implement several programs at the classroom level to teach students to resolve conflicts peacefully. Mediation and peace tables are two successful programs that work at the classroom level to reduce the incidence of bullying behavior.

Mediation

As discussed in the previous chapter, peer mediation is one type of programming that may assist with anti-bullying initiatives. Peer mediation programs are usually most successful when implemented using a whole-school approach; however, classroom use of peer mediation is also beneficial, particularly when addressing bullying-related behaviors. Mediation is most successful in a classroom setting, however, when it is not separated from the learning experience and is facilitated by the teacher. For instance, teachers using mediation to address bullying behaviors and general classroom conflict must

SAMPLE ANTI-BULLYING CLASSROOM MEDIATION FORM FOR ROLE PLAYING

Date: _____

Names and grade levels of students involved in the bullying incident (Important in that these students are not to be selected to role play the situation): _____

_____

Where did the incident occur?

_____ Classroom
_____ Hallway
_____ Cafeteria
_____ Outside
_____ Other

What did the incident involve?

_____ Name Calling
_____ Pushing/Shoving
_____ Teasing
_____ Isolating
_____ Other

When did this occur? _____

Briefly describe the bullying incident. _____

_____

_____

_____

_____

Role-playing content: How do you wish the role play to look? If description above is incomplete (check all that apply).

Incident outcome:

_____ Victim uses I messages
_____ Bully retreats
_____ Victim retreats
_____ Intervention
_____ Other, Specify_____

Intervention by:

_____ Student witnesses
_____ Adult (student's teacher)
_____ Adult (other)
_____ No witness intervention

Figure 4.14

instruct the class on the process of mediation. A recommended method for implementing peer mediation is role-play activities, so that students become used to identifying the problem, hearing both sides of the story, and generating, evaluating, and implementing solutions. Role-play exercises should include a variety of topics, including bullying behaviors (physical, verbal, and relational). In order not to draw attention to the bully-victim relationship, use a mediation form for classroom mediation practice. (See Figure 4.14 for an example.)Select mediation topics several times each week, being sure that bullying incidents are included within the mediation session. Be sure to draw on noted bullies and victims in the classroom to serve in the opposite role (pairing them not with their bullies/victims but with others). The mediation practice will entice victims and witnesses to think about the general problem-solving method, which encourages perspective taking, and the generation and evaluation of strategies during conflict situations.

Peace Table

The peace table process is similar to the mediation process but is used more frequently with younger students (second grade and below) than with older students. Preferably a round, low table is placed in the back of the classroom. Teachers discuss the meaning of conflict and hurt feelings. They instruct students in a conflict situation to go to the peace table to resolve their conflict. Teachers are intended to facilitate the peace table so that students place their hands on the table one at a time and are allowed to tell their story. Teachers encourage students to generate possible solutions one at a time, using the table as a physical reminder of turn taking during the problem-solving process.

SUMMARY

Teachers can manage bullying behaviors in their classrooms in several ways. Most importantly, they need to be prepared. They must be able to recognize bullying, in all its forms, and they must know in advance what techniques

they will use to diffuse a negative situation between students should one arise. Preparation allows teachers to anticipate sources of friction between students, prevent them when possible, and respond to them appropriately when necessary.

Educating the students is the other key to creating a respectful classroom and preventing bullying behaviors. Students can be taught to empathize with others, to respond assertively, and to accept mediation when disagreements arise. By encouraging potential bullies to take another perspective and teaching potential victims how to be more assertive, teachers can reduce the incidence of bullying and build a more cooperative classroom for all students.

CHAPTER 5

Strategies for Intervention

INTERVENING IN BULLY-VICTIM RELATIONSHIPS

Bullying episodes may occur in the classroom despite efforts to develop and implement an anti-bullying classroom. Intervention strategies must then be enacted. Although somewhat similar to management strategies, intervention techniques are intended to go beyond management, by providing support and education for anti-bullying initiatives. Educating bullies and their victims is a natural by-product of effective intervention techniques.

The effectiveness of intervention strategies varies, as does the perceived usefulness of intervening in bullying situations without having prevention and management techniques in place. Few researchers have studied how intervention strategies alone affect the bully-victim-witness relationship in comparison with intervention strategies used in conjunction with a classroom approach to prevention and management. One might speculate that using intervention strategies in isolation is not as effective in reducing the likelihood of future bullying behaviors as using intervention strategies within a classroom or whole-school approach.

STRATEGIES FOR INTERVENTION

- Intervene in bullying situations quickly and resolutely.
- Consistently apply consequences every time you are witness to bullying.
- Reinforce behaviors when bystanders diffuse bullying.

Figure 5.1

Practitioners also disagree as to how to intervene in bullying situations and how to involve victims with consequences directed toward the bully, if rendered. Limited empirical research is available to support techniques for intervention and to answer questions of how, when, and why specific intervention techniques might be effective.

Intervention strategies, like management techniques, require teachers to prepare for a variety of bullying situations in which they may need to intervene. In general, however, several clear intervention strategies are required when teachers witness bullying. Strategies are provided in Figure 5.1

Step 1: Intervening

The first step in intervention is to take immediate action to stop the behaviors of the bully. If the bully is physically aggressing toward the victim, place yourself between the pair. It is important to position yourself so that your body remains perpendicular to both the bully and the victim. Do not turn your back to the victim because this pose creates the perception that the victim requires defending. Standing in this fashion is important because is establishes that blaming will not occur during the interaction. This positioning also protects the person intervening from potential threats of aggression from the victim or supporters. If verbal aggression is involved, step into the situation and clearly and succinctly announce that the behavior is to stop. Deliver verbal cues in a firm voice, but do not raise your voice or use a hostile tone. In cases of physical and verbal bullying, it is important that the teacher remain in

the area until the behavior has ended; it is ineffective to insist that the behavior stop and then leave before it actually does.

The first step of intervention must be handled with great finesse as a harsh or authoritarian response to the bullying may validate the treatment demonstrated by the bully toward the victim. Bullying witnesses may also view the harsh response and model the behavior, or they may become vindictive toward the teacher or the victim. It is important that teachers do not display anger or aggression themselves when intervening, as this may result in classroom management issues for the teachers as bullies take out their revenge in the classroom setting.

Often, bullying episodes will occur during classroom instruction. Rules for intervening in the classroom are similar to those for intervening on the playground or in the hallway. Teachers should place themselves between the bully and victim to end the physical altercation and firmly announce that the behavior is to stop. Verbal bullying should be stopped immediately with a firm resolute tone and a message such as "This behavior is unacceptable and will stop now."

Step 2 : The mini-conference

Once the behavior has stopped, a mini-conference should occur as the second step in the intervention. This second step of intervention will differ somewhat depending on the venue of the situation. Mini-conferences will have to be approached differently if the incident occurs in the classroom as opposed to in the hallway or on the playground.

If incidents occur in the classroom, the bullying behavior must be dealt with immediately and not deflected in order to continue with classroom instruction. Ignoring incidents in the classroom validates the behavior. The mini-conference, however, should not take place in the classroom setting but rather should take place immediately after class. Waiting for a convenient time, such as lunch or after school, may be appropriate; however, the bully and victim are best served if the conference occurs as close to the incident as possible, so that the participants clearly understand the connection between

their actions and the consequences. Conducting the mini-conference in class is not appropriate as it provides the bully a welcome audience for the victim's pain.

Bullying behavior that occurs on the playground or in the hallways may be addressed in a mini-conference immediately. Witnesses and supporters should be excused from the area so that the main bully and victim may be addressed privately.

The mini-conference should occur with the bully and the victim present and in as private a location as possible. The mini-conference should contain the components outlined in Figure 5.2.

An important first step in the mini-conference is affirming that the bullying behavior is out in the open. Bullying behaviors are most effective because they are often conducted in secrecy. Affirming that these behaviors are acknowledged will ease some of the anxiety of the victim and will place the bully on notice that the behaviors will be watched in the future. The affirmation should be stated in a reassuring tone toward both the bully and the victim because the bullying behavior is a problem for both individuals. In some cases, the affirmation will relieve the bully who might be seeking assistance with his or her behavior.

Identifying the behavior as wrong is the next component of the mini-conference. The person leading the conference should describe the exact behavior rather than make a global statement about the bully. For instance,

MINI-CONFERENCE STRATEGIES

The mini-conference should include the following:

- Affirmation that the bullying behavior is out in the open
- Identification of the behavior of the bully as wrong
- Deliberation of consequences for the behavior
- Demonstration that the teacher will maintain channels of communication for both the bully and victim in the future

Figure 5.2

say "Pushing another student onto the concrete is wrong." It is not effective to say, "Johnny, you were really bad." Do not connect the bully and the victim in the mini-conference when identifying the behavior, and do not add emotions. For instance, the statement, "Johnny, you really hurt Sam when you pushed him down" places the teacher in a blame-defense mode that will alienate both the bully and the victim. In addition, the teacher may not be accurately reflecting the way that Sam feels. This statement will merely reinforce Johnny's desire to hurt Sam, and it does not identify the behavior as wrong.

It is important that the bully and the victim both then model the teacher's example by identifying the behavior as wrong. The bully and the victim should both state a similar phrase to each other about the behavior. Bullies need to say their behavior is wrong as a mechanism to begin to think and know that the behavior is wrong. The bully's power over the victim is diffused through the admission. In addition, victims will benefit by modeling the statement because it will provide them with practice in asserting themselves against the bullying behavior.

Deliberation of consequences is the next component of the mini-conference. If schoolwide policies and procedures have been implemented, then the deliberation of consequences may involve merely an announcement of the consequences. In situations where teachers have some discretion as to the consequences, the mini-conference is one way to have both the bully and the victim generate strategies together to handle the situation. Begin by outlining the types of consequences that should occur as a result of the bullying behavior. Consequences should involve possible prosocial outcomes. Examples of elementary school outcomes are listed in Figure 5.3. Have the bully and victim generate consequences together and have them agree. Bullies are less likely to retaliate for the consequences if they take part in the decision-making process. Victims are also helped because they are empowered to decide repercussions for the behavior with the bully, and, at least momentarily, a power shift occurs between the bully and the victim.

The final step in the mini-conference involves the teacher establishing that the mini-conference is merely a first step in the process of ending the bullying behavior. The teacher should outline the next steps in the process,

EXAMPLES OF CONSEQUENCES FOR ELEMENTARY SCHOOL STUDENTS

- Missing recess. Student must help clean up the playground or classroom.
- Staying after school to help clean up the playground or classroom.
- Creating a presentation on bullying including posters or flyers and distributing them to a younger grade.
- Writing a report on a peacemaker and presenting it to the class.
- Helping the teacher develop or maintain the kindness program in the school. Student can help with recordkeeping.

Figure 5.3

which will include individual conferences with the students and observation and record keeping of behaviors demonstrated by both the victim and the bully. If possible, the teacher should identify when and where the individual conferences will occur.

Teachers should not ask for apologies for the behavior at this time. Students who have been victimized will not appreciate or believe the apology (or handshake), and bullies will deliver the apology only because they are asked to do so. Apologies may be extended only after the individual conferences are held.

Step 3: Individual conferences

Each of the bullying participants will require individual conferences soon after the bullying event and the mini-conference. The goal of individual conferences is to speak directly to each of the participants about the behaviors that place them at risk for bully- victim relationships.

Bullies

Conferences with students who expressed the bullying behavior should directly address their errors in thinking about victimization. The conference should include:

- a statement that the bullying behaviors are wrong,
- an explanation of why the behaviors are wrong and what their effects are, and
- a description of ways to change the behaviors.

Students will need to hear again that the bullying behaviors are wrong; teachers should be certain to express this without defending the victim or blaming the bully. A statement that the behavior will not be tolerated is also important during the individual conference with the bully. Ask the bully to think about and identify why he or she is engaging in the bullying behavior. Again, be sure to focus on the behavior and not the victim. The bully may state, "Peg is just so skinny and ugly." In response, quickly clarify that your question is why the bully felt the need to name-call. Insist that any characteristic or aspect of the victim not to be mentioned. This is an important step toward separating the behavior of the bully from the victim.

Next, the impact of the bullying behaviors should be discussed. The impact on the victim should be minimized. Rather, discuss how bullying behaviors are unacceptable in adulthood or in other social situations with peers. Identify the impact of the behaviors on other people including the teacher, parents, siblings, and other students. Ask the student to identify how other students might view the behavior (not them) and how friendship patterns are formed.

Finally, educate bullies on how to ask for help. Provide the students with ways to communicate to you (verbally or nonverbally) that they are thinking of engaging in bullying behaviors and explain how the teacher and student may work together to intervene. Describe methods for calming down or identifying anger cues that may precede the bullying and ways in which to manage the anger. Brainstorm positive strategies that may be used in place of bullying behaviors.

Victims

Students who have been victimized will require assistance following the mini-conference. Teachers will need to engage the victims with an empathetic, supportive style in order to establish or maintain the channels of communication.

Conferences with the victimized students should include the clear message that the behavior of the bully was wrong and should not be duplicated. Teachers should also describe how victims might handle the behaviors and bullying situations in the future.

As with students who bully, victimized students must know that the bullying behavior is wrong. Teachers must be careful to reduce victim blame by clearly identifying the behaviors as inappropriate and unacceptable in the classroom, school, and even into adulthood.

Teachers should then move to providing victimized students with strategies for preventing the behaviors from occurring in the future and managing the behaviors if they do occur. Identify methods for record keeping about bullying behaviors. Provide the student with guidelines for recording times, places, dates, and descriptions of bullying behaviors. This activity will empower the student and will assist the teacher in possible future consequences or necessary programming changes. Ways to prevent the bullying should also be identified, such as staying close to friends or an adult during lunch, recess, or while changing classes. Talk about finding someone to assist the student during a bullying episode. If the person doesn't help, the student should tell someone else, such as a parent, another teacher, sibling, or student.

Next, management of the bullying situation should be discussed. Brainstorm ways to respond to the bullying behavior. Be clear that responses should be directed at the behavior and not the person. Practice "I messages" specific to common situations. Students should be warned not to seek revenge by fighting or engaging in bullying behaviors themselves. Provide them with a simple mechanism for managing the situation. A sample is provided in Figure 5.4.

Witnesses/Supporters

Witnesses and supporters play an important role in the bullying episode as they are in a position to intervene and end the behavior or encourage the continuation of the behavior. Teachers should conference with witnesses of the bullying behavior if it is possible to identify the students. The purpose of the conference is simple: to encourage the students to intervene in bullying situations. Students should be asked to follow this procedure:

MANAGING THE BULLYING SITUATION

- Ignore the bullying behavior when possible. Ignore does not mean forget.
- Be assertive, use I messages, and tell bullies you wish them to stop the behavior.
- Physically distance yourself from the bullying behavior.
- Ask for assistance from other peers or adults.

Figure 5.4

1. Report bullying behavior as quickly as possible to an adult. Provide a clear message that bullying behavior is wrong and unacceptable in the school and in the classroom. Identify differences between tattling and reporting bullying behavior. Discuss how students shouldn't be afraid of reporting and recognize the fear of reprisal and mechanisms that are in place for ensuring confidentiality.
2. Intervene (when possible) in the bullying situation by clearly stating, in a firm voice, that the behavior is wrong. Talk about how witnesses (even when they don't join in the behavior) assist bullies with their behaviors. Brainstorm with students what they should say to bullies and how they should deliver the statements.
3. Identify ways to prevent the bullying behaviors from occurring. Brainstorm ways that the students may assist victims and bullies in the classroom or on the playground.

Step 4: Record keeping

Once the mini-conference and individual conferences are completed, the next task is intervention record keeping. It is important for teachers to begin extensive record keeping on the bullying situation. The records will track the progress of the intervention and assist the teacher in considering other classroom prevention programming.

Teachers should consider recording all observations and reports of incidents of bullying to see if a pattern emerges. Important patterns might include times of the day, locations, and if particular students are engaged in bullying or victimization.

See Figure 5.5 for a sample record keeping report form. These observations should continue even after the bullying behavior appears to have ended. Occasionally, teachers will follow up for eight weeks or longer to assess the intervention impact. Teachers should be aware that the form of bullying may change and that these behaviors may continue. For instance, bullies may shift from physical bullying to verbal or relational forms of bullying. Teachers may wish to have individual conferences with the bullies, victims, and a sample of witnesses to determine if the behavior has ended. Be aware of inconsistencies in stories.

Record keeping and observations should continue well beyond the bullying intervention period of time.

TALKING WITH FAMILIES/CAREGIVERS ABOUT BULLYING

Teachers should plan to inform the parents of the bully and the victim as soon as possible. A telephone call to the home the same day that the event occurs is preferable, followed by an appointment at school for the parents/guardians. Parents/guardians of the bully and the victim should not be called to conference together. Results are better when parents are involved early in the bullying situation, before students continue to participate in maladaptive patterns of behavior. Teachers may gather important information at these conferences that will assist them in thinking about prevention and management of bullying behaviors. For instance, teachers may learn that the bullying behavior occurs frequently at home as well as in school or that the bully also has disclosed being a victim of bullying at school. Parents can be wonderful assets in designing a plan of action.

SAMPLE RECORD KEEPING FORM FOR TEACHERS

Date_____

Time_____

Duration or length of episode

Observed by (O):

Reported by (R):

Location

Students Involved

B=Bully V=Victim W=Witnesses

Bullying Behavior

P=Physical V=Verbal R=Relational S=Sexual Outcome

Severity/Impact on Victim

1=Severe 3=Moderate 5=Minimal

Intervention

Comments regarding patterns of bullying episodes:

Comments on intervention and bullying management techniques:

Figure 5.5

Talking About the Child Who Is a Bully

Family conferences regarding a child who is a bully should be taken very seriously. Plan to spend at least an hour discussing the situation with the parent/guardian. The conference should consist of the following:

- identifying the behavior the student is demonstrating,
- outlining the policies and procedures regarding bullying behavior in the school and in the classroom, and
- discussing methods for handling the bullying behaviors both at home and in the classroom.

If possible, teachers should provide clear evidence (through record keeping) that the student has bullied others. Concisely relay the times, dates, locations, and type of behaviors the student has engaged in with victims. Provide copies of these documents as well as a written copy of the school and/or classroom policy regarding bullying behaviors. Be sure to frame the conference, however, as seeking assistance with the problem behavior and not the student or the victim.

Teachers should be prepared to provide advice for parents/guardians regarding how to address the bullying behavior with their child. Suggestions for parents are provided in Figure 5.6. It is important for school staff to review the suggestions during the conference, in case parents have questions or need additional clarification.

Talking About the Child Who Is a Victim

Parents/guardians should be notified as quickly as possible about the victimization behaviors. Parents of children being victimized should be provided with the following information:

- how the child has been victimized,
- the policies and procedures regarding bullying behavior in the school and in the classroom,
- steps that have been taken to secure the safety of the student in the classroom, and
- methods for handling the bullying behaviors both at home and in the classroom.

SUGGESTIONS FOR PARENT INFORMATION: BULLIES

- Take the bullying behavior seriously. The behavior will not be tolerated in the classroom or school. Talk with your child about the behavior and its implications. The child may deny, excuse, or minimize the seriousness of the behavior. Let your child know that you will not tolerate the behavior.
- Develop consequences for the bullying behavior. Harsh or hostile punishments may only serve to reinforce the bullying behavior. Ask the child for ideas for appropriate consequences. Consequences are extremely effective if they are consistent across the school and home environments.
- Develop a reinforcement schedule for anti-bullying behaviors demonstrated at home and school. Closely monitor the child's activities at school and frequently request (if they are not automatically provided) reports on your child's behavior. Reinforcement schedules are highly effective if they are consistent across the school and home environments.
- Reduce potential models of bullying behaviors in the home. Reflect on the methods used for conflict resolution in the home, on television, through the computer, and on favorite video games. Use this opportunity to amend viewing habits or make it a teachable moment.
- Seek assistance from professionals if the behavior continues.

Figure 5.6

Teachers should provide clear evidence (through record keeping) that the student has been victimized. Concisely relay the times, dates, locations, and type of behaviors the student has experienced. Provide copies of these documents as well as a written copy of the school and/or classroom policy regarding bullying behaviors. Be careful not to focus on the bully or to blame the victim, but rather frame the conference as seeking assistance with the problem behavior and not the student or the victim.

Suggestions for parents of children who are being bullied are provided in Figure 5.7.

SUGGESTIONS FOR PARENT INFORMATION: VICTIMS

- Take the victimization behavior seriously. Assure the child that the behavior will not be tolerated in the classroom or school. Talk with your child about the behavior and its implications. The child may deny, excuse, or minimize the seriousness of the behavior in order to protect the bully and diffuse the severity of the situation. Let your child know that you are supportive and empathetic and are ready to help. Your child must know that he or she is being listened to on a consistent basis.
- When your child describes bullying behavior, do not react negatively toward the event or the bully. Aggressing toward the bully's parents or hostile comments regarding supervision at the school will heighten the anxiety and uneasiness that some children will experience when discussing victimization. Never advise children to fight back in victimization situations.
- Develop a reinforcement schedule for prosocial and assertive behaviors demonstrated at home and school. Reinforcement schedules are highly effective if they are consistent across the school and home environments.
- Teach children to express themselves clearly and identify nonverbal ways of conveying assertiveness. Children should practice deep breathing exercises, maintaining eye contact with individuals, keeping hands steady, and assertive body posturing.
- Closely monitor the child's activities at school and frequently request (if they are not automatically provided) reports on your child's behavior. Watch for signs of victimization such as fear of going to school, ripped or torn clothing, "lost money," or significant changes in a child's behavioral pattern.
- Attempt to provide the child with situations where he or she can make friends or develop social skills. The goals for the new activities should be to further develop the child's support network and confidence.
- Allow some time for the situation to change. Bully-victim-witness relationships do not occur overnight, and they frequently will not change overnight.
- Reduce potential models of victimization behaviors in the home. Reflect on the methods used for conflict resolution in the home, on television, through the computer, and on favorite video games. Use this opportunity to amend viewing habits or make it a teachable moment.
- Seek assistance from professionals if the behavior continues.

Figure 5.7

SUMMARY

Careful planning can reduce bullying behavior among students, but little can be done to totally eliminate these behaviors. Therefore, every school and every teacher must have a strategy for intervening when bullying occurs. The steps outlined in this chapter can be used to stop the bullying, label it as wrong, implement consequences for the behavior, discuss the situation with all parties involved, document it, and discuss ways to prevent it in the future.

It is important to involve both students and parents in the process and to maintain open lines of communication with all parties involved. Victims can be empowered by learning techniques for responding to bullying and by documenting incidents. Bullies can learn to identify situations in which they will be tempted to bully and to enlist help from adults to stop. Parents can be educated about the signs and causes of bullying and what can be done at home to prevent it. Everyone has an important role to play.

CHAPTER 6

Evaluating Anti-Bullying Initiatives

THE IMPORTANCE OF EVALUATION

Evaluating anti-bullying initiatives, whether schoolwide or classroom based, is important for building a strong school environment that is free from bullying behaviors. Teachers and administrators may use evaluation to validate their efforts and may use evaluation data to modify or maintain initiatives. Evaluation tools are also valuable in educating the entire school community on the value of the work and, in turn, may encourage greater support and involvement in implementing effective school programming.

Evaluation of other school safety issues, such as youth violence prevention, has been invaluable and has served as a basis for developing and implementing school-based programs. Programs that have been evaluated and have documented positive outcomes have been provided ratings by agencies such as the Department of Education and Health and Human Services. Use of these highly rated programs provides school administrators and faculty with guidance for implementing empirically tested programming and offers financial support to schools selected to participate in these programs through the Safe and Drug-Free Schools and Communities initiatives.

Evaluation of anti-bullying initiatives, however, is not as prolific as evaluation of youth violence prevention efforts. In fact, anti-bullying efforts in US schools are still relatively new. Therefore, school administrators and teachers do not have as firm a foundation for selecting programming efforts for anti-bullying programs as they do when choosing other school safety initiatives.

Evaluation of programming, regardless of the availability of previous empirical data, is important for anti-bullying initiatives. Results of evaluations may demonstrate the importance of reviewing and modifying the anti-bullying initiatives. The data may also provide important information about why implemented programming initiatives have been effective.

The process of evaluation documents if and how the programming has met the goals and objectives of the anti-bullying plan. For instance, if a schoolwide mediation program is used to combat bullying on the playground, an evaluation will interpret if the mediation program met the goal of reducing playground bullying incidents by 20 percent.

Selected Evaluators

Programming initiatives, school or classroom based, may be evaluated by a number of professionals. As discussed in chapter 3, an important step in implementing a schoolwide approach is to identify who will be responsible for evaluating programming success. In cases of schoolwide programs, evaluation is most often conducted with the assistance of an outside evaluator. Evaluators are often quite costly; therefore, school should consider collaborating with a local college or university. Most universities charge reasonable fees and have the technical assistance capabilities for evaluating community service programs, in addition to a diverse group of graduate students eager to obtain data sets for school requirements. Consulting firms are also available to assist with program evaluation, yet they are often expensive and are not always knowledgeable about the topic they are evaluating. Therefore, providing clear, concise, and measurable goals becomes the sole responsibility of the school personnel. When evaluation consultants have knowledge of the issue they are evaluating, they may assist the anti-bullying committee with developing reasonable and measurable program goals.

Teachers who implement classroom programs should be encouraged to evaluate their initiatives and may enlist the assistance of an outside evaluator from a consulting firm or a university/college. Internal evaluators (even the teachers themselves) may be prepared enough to measure classroom-based interventions. Although evaluations are best conducted by objective individuals, valuable information may be collected about classroom programming by individual teaching professionals. Schools with limited resources, for example, may enlist teachers' support for collecting data so that outside consultant services are limited to statistically analyzing data and developing appropriate recommendations.

Process, Outcome, and Impact Evaluations

Several kinds of evaluations are available to measure anti-bullying programming success: the process evaluation, the outcome evaluation, and the impact evaluation. Anti-bullying initiatives may incorporate all three forms of evaluation, which would provide change agents with the most comprehensive view of programming effectiveness.

Process Evaluations

A process evaluation describes and measures the quality of the implementation of anti-bullying initiatives. This process identifies the level of effectiveness of the delivery of a program. For example, schools may conduct a process evaluation to determine if newly implemented polices and procedures are effective. A school that increases the number of adults during lunchtime or changes the structure of the playground may benefit from a process evaluation.

Process evaluation is also useful to measure how well a program is reaching its intended audience. An initiative may only target first through third grades, and only bullies. The process evaluation will determine if the grades and students are appropriate as sole targets for the school anti-bullying efforts. Although anti-bullying initiatives should include the entire school community and each role in the bully-victim-witness relationship, process evaluation may be useful for schools implementing anti-bullying

programming in a step-by-step fashion (e.g., curriculum integration, policies, and then programming).

Questions involved in a process evaluation are outlined in Figure 6.1.

Outcome and Impact Evaluations

Outcome and impact evaluations can measure the effect of the programming on student variables. Therefore, while the process evaluation measures possible delivery effects, the outcome and impact evaluations identify to what extent delivery affects the program objectives (e.g., student variables). An outcome evaluation studies the immediate effects of an anti-bullying program, and an impact evaluation measures more long-term effects of an intervention. An evaluation might determine whether students demonstrate increased knowledge, improved skills, or better attitudes regarding anti-bullying. It can also identify whether bullying episodes have decreased and prosocial inclusive behaviors have increased. Outcome and impact evaluations will also determine if and how the school climate has changed as a result of the anti-bullying programming.

Occasionally, an evaluator is interested in measuring immediate, short-term and long-term outcomes of programming. Outcome evaluations will

PROCESS EVALUATION QUESTIONS

- How many students are involved with the program/strategy? Are there similarities or differences among the students? Do they represent the entire student population?
- Are these students the intended audience?
- Are students being exposed to the same type, quality, and amount of programming? What differences occur?
- Is staff adequate in number, level of competence, and motivation to deliver the services?
- Are adequate resources available to support the programming?
- Is administrative, district, and parental support adequate?

Figure 6.1

traditionally measure short-term and immediate impacts, while long-term outcomes will be measured through an impact evaluation.

Schoolwide anti-bullying programs are best suited for process, outcome, and impact evaluations while classroom evaluations will traditionally use only outcome and impact evaluations. Classroom evaluations will rarely use process outcomes because comparison groups are often unavailable (standardization across classrooms isn't possible) and because most classroom programs will involve all students and not merely a few targeted students. A process evaluation may be relevant, although time consuming, to determine if specific classroom policies or procedures are having an effect on the school's programming goals.

Outcome and impact evaluations follow traditional patterns of time line implementation and usually incorporate multiple assessments over a programming year. In most cases, outcome evaluations will require, at a minimum, a pretest (prior to implementation) and a post-test (following implementation). Impact evaluations require at least two additional measurements, during implementation and shortly following program implementation. In highly comprehensive impact evaluations, researchers track programming variables several months or years following intervention.

Preprogram and Postprogram Evaluations

Once data is collected, comparisons between baseline (pre-intervention) data and implementation data can be analyzed. Preprogram and postprogram evaluations are one of the least sophisticated methods but most effective means of evaluating programming success. However, such evaluations cannot determine causality unless evaluators use rigorous statistical sampling procedures. In order to prove that programming caused changes in students' skills, knowledge, or attitudes, intervention classrooms must be randomly assigned to "control" and experimental groups. Control groups must contain students representative of the entire student population and will not receive any intervention. Comparing control groups and experimental groups using preprogram and postprogram measurement may assist evaluators with the question

of whether programming initiatives caused improvements in students' knowledge, skills, and attitudes regarding anti-bullying.

Preprogram and postprogram evaluations are not conducive in all situations, however. If students are not exposed to identical intervention (both content and delivery) for the same period of time, evaluators cannot draw conclusions about the success of the program. Also, if a school implements different programming levels at different times, or multiple initiatives (e.g., mediation programs plus curriculum), then simple preprogram and postprogram evaluation alone is inappropriate. In this case, a school may determine that students do not demonstrate changes in knowledge, skills, or attitudes. This lack of significant findings may be because mediation curriculum has a significant impact but mediation programming does not (canceling out potential positive effects of curriculum).

Although the true experimental design may be preferable because of the nature of its potential outcomes, it is difficult to conduct within a single school. Students exposed to curriculum in one classroom may use these skills in other classrooms (a control classroom). In addition, if programming is implemented using a schoolwide approach, it is difficult to offer services to some students and not all. Preprogram and postprogram evaluations using a quasi-experimental design are adequate, however, for most schools, identifying program success and demonstrating relationships (not casual links) between student changes prior to versus following program implementation.

The evaluation of anti-bullying initiatives is essential for building safer school environments. The evaluation process will provide evidence that initiatives are working, need modifications, or that they need to be replaced with alternative programming. The evaluation process also validates the importance of the work conducted in the classroom and school setting.

COMMON EVALUATION OUTCOME OBJECTIVES

The evaluation process is intended to determine the extent to which programming objectives have been met. Schoolwide anti-bullying programs will need to identify how and if policies and procedures, student education, and

the school environment have been affected. Classroom-based programs are more likely to be interested in measuring student education objectives. Therefore, an important first step in the evaluation process is determining what kinds of data to collect and what will best demonstrate program success. Student education practices will be used to further discuss evaluation practices for both school and classroom-based programming.

CHALLENGES IN EVALUATING PROGRAMMING

Unlike evaluating student achievement in an academic content area such as math or the sciences, measurement of student learning through social skill development programming is difficult. This difficulty is due, in part, to

- lack of previous empirical work in the programming area,
- lack of standardized and consistent goals and objectives in research that does exist, and
- unreliable and nonstandardized means of measuring student outcomes.

As with conflict resolution education programs, researchers cannot agree on what student outcomes to measure or how to measure them. For instance, anti-bullying evaluation efforts may measure the following:

- a decrease in aggressive (physical, verbal, relational, or sexual) behavior,
- an increase in prosocial and assertive behavior,
- an increase in reporting, witness intervention, and/or parent involvement as a result of the school or classroom initiatives, or
- an improved knowledge base of conflict resolution concepts, I messages, perspective-taking skills, or vocabulary.

Realistically, measurement of these areas does not ensure that anti-bullying efforts will be successful, that Jenny will bully less and Stephen will be victimized less. Evaluation of anti-bullying efforts is even less sound because of the nature of bullying and its various forms. For example, one may wish to use decreased expression of aggressive behaviors as a yardstick for program success. Yet, an operational definition of aggressive behaviors within

the context of bullying should include and measure for all forms of aggression. In order for evaluations to be valid, however, school officials must limit their focus and carefully identify their evaluation objectives and operational definitions before the evaluation begins. If, for example, the school staff considers the level of physical aggression in the classroom to be the evaluation objective, they may focus only on that as a concise way of measuring the effectiveness of their programs.

Despite endless arguments that may be made against evaluating antibullying efforts, it is still an incredibly useful activity and a number of strategies are available, particularly with student education objectives. Quantification of changes in individuals' knowledge, skills, and attitudes can help determine the effectiveness of programming. Measuring changes in students' knowledge offers evidence that students have learned relevant vocabulary and concepts related to assertiveness, bully-victim relationships, and constructive conflict resolution. Measuring changes in skills will provide a sense of changes in students' ability to act upon or demonstrate new ways of behaving. For instance, are students demonstrating more prosocial, assertive, and intervening behaviors? Finally, measuring changes in students' attitudes provides evaluators with evidence that students have changed the way they think about bullying, supporting, intervening, and victimization.

Suggestions for measuring a sample of student education initiatives are provided in Figure 6.2. Additional skills that may be evaluated include empathy/perspective-taking skills, coping strategies, and anger management techniques. Concepts should be measured prior to program implementation to establish baseline data trends. Data collection should then occur (at a minimum) following program implementation (at least four months following onset, depending on program comprehensiveness).

THE SELMAN MODEL

Specific instruments are available to assist teachers, administrators, and evaluators with measuring program effectiveness. Although not originally intended for program evaluation, a model proposed by Robert Selman

STUDENT EDUCATION EVALUATION CONCEPTS

Student education	Assertiveness	I messages	Conflict resolution
Knowledge	Vocabulary	Concepts	Vocabulary mediation process
Skills	Demonstrates six steps to dealing with a bully	Demonstrates I message process	Demonstrates constructive conflict resolution strategies
Attitudes	Motivated to assert oneself in bullying/witness situations	Motivated to communicate feelings/emotions	Motivated to resolve conflict constructively

Figure 6.2

(1981) is particularly useful in measuring how student knowledge and skills have changed following instruction in constructive conflict resolution.

Selman theorizes that individuals progress through qualitatively different stages of perspective-taking abilities, which influence interpersonal negotiation skills. Individuals progress from developmentally unsophisticated methods of viewing interpersonal interactions to more sophisticated levels of interpersonal understanding. As humans develop, they augment their cognitive capabilities, so adults have access to a larger number of possible conflict resolution strategies than younger children.

An adaptation of the Selman model appears in Figure 6.3. As the figure depicts, young children fit developmentally into levels 0–1 and have limited ability to understand the perspective of others, resulting in egocentric and unidirectional methods of resolving conflict. Older students fit developmentally into level 2–3 and possess extensive skills in understanding the perspectives of others. Collaborative methods of conflict resolution should be used by this age.

INTERPERSONAL NEGOTIATION STRATEGY

The following is an adaptation of Robert Selman's model of interpersonal negotiation (1981). The age ranges are approximate and not absolute. The levels listed are guidelines of cognitive capability and corresponding socio-cognitive expectations during conflict. They suggest more of a continuum rather than absolute, mutually exclusive categories of thinking. Differences in expectations may occur just as some flexibility of cognitive capabilities of young children occur.

Level 0: Approximate ages 3 through 6 years

Profound egocentrism marks Level 0. Children are unable to understand or appreciate fully the motivations and feelings of others. They use common conflict resolution strategies to protect the self but do not seek to maintain friendships.

Conflict resolution strategies of Level 0 include the following:

Aggression—physical fighting, yelling, making the other person feel bad

Avoidance/withdrawal—running away, pretending nothing is wrong

Level 1: Approximate ages 4 through 9 years

Level 1 is an improvement over Level 0 in perspective-taking skills; yet, this level is still marked by inability to understand or appreciate fully the motivations and feelings of others. Children at this developmental level do not believe that others' perspectives are of equal importance. Typically, they report that their own perspectives have greater value than other perspectives. Decisions are not based on continuing friendships. Common conflict resolution strategies demonstrated by children in this level include the following:

Giving in—letting others have their way

Standing one's ground—"I'm right, they're wrong"

Level 2: Approximate ages 7 through 12 years

At Level 2, children have the ability to understand and appreciate the motivations and feelings of others; however, they are unable to resolve conflict situations by themselves and require third-party intervention. Common conflict resolution strategies exhibited at this level include the following:

Appealing to an authority—asking parents or teachers to decide a conflict, flipping a coin

Compromise—taking turns, sharing

Level 3: Approximate ages 10 to adult

At Level 3, individuals have the ability to understand and appreciate the motivations and feelings of others. They have a desire to maintain a relationship with the disputing partner and do not require third-party intervention. Common conflict resolution strategies demonstrated at this level include the following:

Collaboration—negotiation, creating solutions that accommodate needs of both disputants

Figure 6.3

Use of the Selman Model with Classroom-Based Programs

Teachers using classroom-based programs may find the Selman model particularly useful as it provides a convenient instrument for evaluating program implementation effectiveness and assists teachers with developing and using cooperative learning groups for social skill training. For instance, educators should create cooperative learning groups composed of students of varying levels of perspective taking in order to develop these skills. Pairing students in Level 3 with students in Level 1 will significantly improve the conflict resolution skills of Level 1 students. On the other hand, pairing Level 0 with Level 1 students is almost certain to make management of the group difficult.

Selman Interpersonal Negotiation Strategy

The Selman model provides a mechanism for measuring students' changes in skills, related to constructive conflict resolution and perspective taking. It does not, however, measure performance of these skills. Students often display less sophisticated perspective-taking skills than they are capable of understanding cognitively. Students may be capable of collaboration yet demonstrate physical aggression as a means of resolving conflictual interactions. Perspective taking is a skill that influences the selection of a conflict resolution strategy, so measuring this skill provides some evidence of the effectiveness of anti-bullying education.

Evaluators may use the Selman model through an interview or questionnaire method. Students should be asked to review a hypothetical situation and answer several open-ended questions regarding the situation. A sample situation is presented in Figure 6.4.

The hypothetical situation presented in Figure 6.4 outlines a potential problem involving two or more characters. The goal of using this model is to determine students' level of functioning on a 0–3 scale based on the adapted Selman model. Evaluators should attempt to score each question separately, depending on the level of sophistication of the response with regard to perspective taking. For example, in answer to the first question, a student may

SAMPLE EVALUATION FORM

Hypothetical situation

Sara (James) is best friends with Laura (Mark). A new student comes to the school and Sara (James) spends more time with the new student than with Laura (Mark).

Open-ended questions:

1. What is the problem?
2. How does Laura (Mark) feel?
3. How does Sara (James) feel?
4. What are some ways to solve the problem?
5. What is the best way to solve the problem?

Figure 6.4

respond that Sara likes the new student more than Laura. This is a significantly lower level response (0–1) than a response like, "Sara is spending more time with a new student and Laura is probably feeling a little hurt and left out." Similar scores may be identified with regards to questions 4 and 5 regarding solutions. Students may answer question 5 as "Mark should just dump James as a friend" (a lower level of functioning) or "Mark and James might find a way to spend time together either alone or with the new student" (a higher, more collaborative method).

Teachers may use the Selman model as a fast, yet effective, method for measuring changes in socio-cognitive ability following interventions such as anti-bullying programs. One method is to identify students' level of function prior to programming and to compare this with the developmentally appropriate responses for students that age. For instance, two hundred middle schools are scheduled to participate in anti-bullying programming. The evaluation determines that 25 percent of all participating students respond at a 0–1 level, substantially lower than developmentally expected. Seventy-five percent of students demonstrate higher level responses. Following program implementation, evaluators present another, similar hypothetical situation. This time, only 10 percent of students respond at a 0–1 level, and 90 percent

respond in developmentally appropriate ways. In this case, the Selman model has quickly documented the success of the programming.

In addition to evaluating overall changes in student responses, those who have implemented classroom-based programs may wish to evaluate individual changes. To do this, evaluators must determine each student's level both prior to and following implementation. This will be particularly useful in determining if differences in effects occurred depending on the students' roles in the bully-victim-witness relationship.

Evaluation Through Observation

In addition to interviews with students, observations of behavior may be used for evaluation purposes. As described in chapter 5, record keeping is an important intervention technique. Record keeping that includes observation is an excellent tool for identifying changes in student behavior prior to and following program implementation. Evaluators may observe a random sample of students, fewer than the entire class (or school). Data collection is most useful if clearly defined categories and types of behaviors are outlined. For example, evaluators may define bullying as physical aggression that includes hitting, shoving, pushing, and kicking but not verbal aggression. Observers would then record the frequency, magnitude, and duration of the behavior.

Use of Surveys

Teachers may use surveys as a method to evaluate students' behaviors in the classroom, on the playground, and in the lunchroom. Two of the best surveys for assessing anti-bullying initiatives are the School Social Behavior Scales (SSBS) and the Achenbach Teacher Report Form (TRF). Parents can complete the Achenbach Child Behavior Checklist (CBCL) (Achenbach 1994) to determine changes in student behavior at home. These surveys may be used in conjunction with the Selman model to assess both understanding and performance of students' socio-cognitive skills.

Attitudinal change in students following anti-bullying initiatives is often difficult to create and to measure, particularly because students are not likely to respond truthfully to socially undesirable questions regarding bullying and

victimization behaviors. Teachers should consider using the Normative Orientation to Beliefs about Aggression Scale (NOBAGS) for students in elementary and middle school. The twenty-item scale developed by Huesmann, Zelli, and Guerra (1994) measures a student's perception on the desirability of aggressive responses in a hypothetical situation.

Finally, teachers may wish to consider using surveys as a method for measuring the classroom climate prior to and following program implementation. Surveys similar to the assessment survey provided in Figure 3.2 may also be used to identify student perceptions of classroom/school safety.

CONCLUSION

Careful evaluation of anti-bullying initiatives is essential. Administrators must determine the effectiveness of the various components of their programming so that they may continue with successful techniques and modify those that are not working as well. Documenting successful anti-bullying initiatives can also lead to greater community support for the programs and, in some cases, funding.

Evaluating programming can be costly, especially if schools use outside consulting firms. Often, a better alternative is to partner with a local college or university that may have the necessary resources to conduct the evaluation at a much lower cost. For classroom-based initiatives, school staff may be able to conduct an adequate evaluation without outside assistance.

Evaluators can use process, outcome, or impact evaluations—or some combination of the three—to form opinions about program effectiveness. Process evaluations will measure factors such as the intended audience of the programming and the resources and staff available to implement it. Outcome and impact evaluations measure the immediate and long-term effects of programming on students. Many educators have found the Selman model especially helpful in measuring the success of anti-bullying education. Through interviews, observation, and/or surveys, teachers and administrators should be able to gather the necessary data to thoroughly evaluate, and ultimately strengthen, their anti-bullying initiatives.

CHAPTER 7

Legislation Regarding Bullying Behavior

Incidents of youth violence in schools across America have prompted educators and public officials to create and implement policies regarding bullying. These new policies are a much-needed attempt to respond to physical and verbal bullying; they often recognize relationship forms of bullying behaviors as well. The hope is that that the new legislation will prevent, or at least reduce, school violence in the future.

Legislation requiring schools to act upon bullying is not without controversy, however. Opponents of the legislative measures often argue that to mandate school policy through legislative means is excessive and that individual schools do not have the means to police behavior. Much of the legislation proposed by states currently does not provide for funding to support its implementation. Therefore, schools bear the financial responsibility for supporting initiatives consistent with legislative trends. Policy requiring greater surveillance of school buildings, additional personnel to supervise lunchrooms or playgrounds, or additional school counselors can be expensive and not immediately possible for schools to implement. School administrators and faculty view the legislative initiatives as increasing their already burdened financial resources. In addition, regulatory policies often do not include a

measure for evaluating school compliance either for punitive purposes or to reward schools that do comply with the regulations. The lack of a good system for holding schools accountable compromises the effectiveness of these important initiatives.

In addition, some opponents have viewed the legislative trends as opposing the First Amendment's guarantee of freedom of speech. These opponents state that most schools have suitable policies on appropriate speech at school that should cover verbal bullying behavior. They contend that anti-bullying legislation is merely being used to protect youth with alternative sexual orientations, that it is creating pro-homosexual and not anti-bullying legislation.

Other opponents of anti-bullying legislation question its effectiveness. Such legislation is so new that little is known about its effectiveness in easing bullying behaviors in schools. Some well-known public health advocates concerned with the issue of violence, such as Prothrow-Stith, believe that the anti-bullying legislation trend holds little promise (Prothrow-Stith as cited in Zehr 2001), because it tends to distract individuals from developing preventive methods. Much of the current legislation regarding school bullying involves the policies implemented after bullying occurs. Legislative trends do not outline the necessary preventive steps to deal proactively with anti-bullying initiatives, nor do they fully fund such initiatives. Legislative trends may be more promising if prescriptive in nature as opposed to punitive.

Support for anti-bullying legislation also is often questioned because it closely mirrors another controversial issue: character education. Critics of character education view any legislative initiatives dealing with character as potentially usurping the role of parents in teaching their children. Critics feel parents should teach children how to treat other people respectfully and value others. As with character education, critics of anti-bullying legislation believe that it shouldn't be a component of schools' programming but rather should be taught in the home.

LEGAL IMPLICATIONS FOR SCHOOLS

Schools that cannot prove they are taking bullying behavior seriously may expose themselves to legal action if the bullying results in injury to youth in

the school. It may not be enough for schools and legislators to say that they have anti-bullying policies and programming in place. Rather, if a school administrator or school faculty member knows that bullying is occurring, but fails to take an appropriate or effective action, that individual could be found guilty of negligence, and victims could seek compensatory damages for psychological harm. For instance, in Great Britain, parents of a child brought suit against the school for not protecting their child in a bullying situation. The *Mail Daily* (2001) reported that administrators of an all-boys school in London, England, were unable to expel a bully; therefore, the boy's mother enrolled the youth in another school. The mother stated that administration was unable to provide the necessary reassurances to allow the victim to return to the school. In another incident (*Newsday* 2001), in a school in Queens, New York City, a school faced an investigation claiming that their children were bullied on numerous occasions and the principal did not respond adequately to protect children from bullying behavior.

Intervening may also pose problems for school staff if it is not done appropriately. In another case, the *Chicago Sun-Times* (2001) reported a teacher taking a stand against bullying and being reprimanded because of his unusual strategies to rid the school of bullies. The teacher's methods included calling the boys "gangbangers" and following them in his car as they walked from school. Clearly, school staff face a challenge as both their actions or their failure to act may later be called into question.

Statewide Legislation

A number of states have enacted legislation aimed at school violence and disciplinary actions. Zero tolerance laws are certainly the most popular form of legislation; all states possess laws against bringing guns into the school building. Teacher protection/limits on liability for teachers are also quite common, with more than twenty states actively securing limits on teacher liability.

Sometimes states develop legislation that is uniform statewide. In other cases, they may allow for some flexibility that enables individual school districts to determine policies and procedures appropriate to meet the needs of their student populations. Arkansas, Kentucky, and Tennessee have enacted

laws mandating statewide disciplinary codes. Other states, such as Alabama, Colorado, Georgia, New York, and Vermont, either require or allow school districts or state education boards to implement their own approaches. California, Connecticut, and Maine have also developed programs to train teachers in conflict management, effective classroom discipline, or warning signs of violent behavior.

Challenges to Legislation

Uniform policies are often challenged in courts. For example, zero tolerance laws are often challenged, with parents/students arguing that expulsions without regard to circumstances are too harsh. Students also suggest uniform disciplinary actions do not afford teachers the discretion to respond to specific classroom situations. State law should provide guidance and support for school officials where choices are unclear.

Another controversy surrounds the use of student profiling policies, in which school staff study traits that may be associated with a tendency toward violence. For instance, in instituting student profiling legislation, Maine and New Mexico have taken steps to make sure that educators in their states are trained to spot potential problems and intervene when needed.

Although widely used to prevent school violence, these new profiling policies are still being debated in many school districts. Among the concerns raised is the possibility that the profiling policies may violate students' rights. Another issue is whether empirical evidence exists to support the effectiveness of this technique.

Limiting Teacher Liability

Teachers' rights are also an issue. Some states are also concerned about the legal liability teachers now face as the result of anti-bullying legislation. Teachers in Alaska, Colorado, and Florida passed laws exempting school staff from liability when acting within the scope of their employment. For instance, any person in Colorado carrying out a teacher's authority to suspend or expel a student, in good faith, has civil and criminal immunity. These

laws protect teachers and other school officials from legal challenges to their behavior, short of extreme departures from school policy.

Other states clearly specify the limits of exemption from reporting. In South Carolina, school administrators and school districts that fail to report school-related crimes are liable for attorney's fees, as well as any costs from legal actions requiring the school to make such reports. New York offers civil immunity for school employees who had reasonable cause to suspect and report violent acts. Basic tort law applies, and school officials may be responsible for harm caused when they do something, or fail to do something, connected to a violent act. Students have sued educators and schools for failing to protect them from hazing, hate crimes, bullying, or other violent behaviors.

Legislative Trends

Oregon. In June, 2001, the Oregon House and Senate approved anti-bullying legislation sponsored by Representative Richard Devlin. This bill directs the Superintendent of Public Instruction to develop a model policy prohibiting harassment, intimidation, or bullying on school grounds, at school activities, on school vehicles, or at school bus stops. Anonymous reporting is allowed, yet it cannot be used as the sole basis for determining disciplinary action. The bill allows immunity for teaching staff who promptly report the bullying behavior.

Colorado. Perhaps the most comprehensive legislative act occurred in Colorado in May, 2001. The general assembly declared that bullying disrupts a school's ability to educate students and threatens public safety by creating an atmosphere in which such behavior has the potential for violence. The bill requires that all school safety plans include a policy that creates an environment free from bullying. Specific policies concerning bullying prevention and education are required as part of this policy. Bullying is defined by the legislation as any written or verbal expression or physical act or gesture or a pattern that is intended to cause distress for one or more students in the school, on school grounds, in school vehicles, at any designated school bus stop, or at school activities or sanctioned events.

As a result of this legislation, schools throughout Colorado, such as in Jefferson County Public Schools, are implementing the SERA Learning behavioral skills programs, Skills for Managing Anger, and the Program for Young Negotiators. Legislation also requires schools to provide yearly progress reports to the state.

Georgia. In July 1999, the House of Representatives enacted legislation stating that codes for elementary and secondary education must include bullying behavior. Georgia has identified education regarding bullying behaviors as a part of character education. Therefore, the State Board of Education of Georgia addresses methods of discouraging bullying behaviors as a component of their comprehensive character education program. The legislation also requires that bullying be clearly defined, that local boards of education adopt policies that prohibit bullying behaviors for students in grades six to twelve, and that students guilty of engaging in bullying behavior three or more times be assigned to alternative schools. The legislation also provides for notification of students and parents regarding anti-bullying policies.

New Hampshire. In May 2000, New Hampshire instituted a law that allows local school boards to create anti-bullying policies and provides disciplinary procedures for students who subject others to "insults, taunts, or challenges, whether verbal or physical in nature." The legislation also requires that bullying behavior be reported, and if such behavior is reported, the school employee is immune from action that may arise from the failure to remedy the reported incident. No specific curriculum, textbook, or presentation is required. The law recommends that anti-bullying programs be implemented, but does not mandate that schools implement them.

Illinois. In House Bill 646, the state of Illinois, in 2001, passed anti-bullying legislation mandating that the school board, in consultation with the parent-teacher advisory committee and other community-based organizations, include in their discipline policy students who demonstrate bullying behaviors. The legislation also requires procedures for notifying parents/guardians of bullying behaviors and procedures for early intervention based on community-based and district resources available.

Washington State. In a highly controversial case, a Christian coalition group opposed a bully-prevention bill because of their belief that it represented a gay-rights effort that could eventually lead schools to teach about sexual orientation. The law, SSB5528, calls for the development of a safe and civil environment in schools so that students may learn and achieve high academic standards. It requires all school districts to devise policies that address bullying and establish a system for reporting and investigating student intimidation complaints. It also mandates that school staff be trained to recognize and discourage all forms of harassment. The 2002 legislature passed legislation (Substitute House Bill 1444) that requires all school districts by August 1, 2002, to amend, if necessary, a policy within the scope of its authority that prohibits harassment, intimidation, or bullying by a student..

Additional legislation is currently being reviewed in the House Education Committee. Governor Locke's proposed school safety program involves the development of a school safety plan reviewed every two years, emergency practice drills, a center for school safety within the department of education, a toll-free statewide hotline, funding for traffic safety, and mental health evaluations for students arrested for school violence.

Vermont. Vermont's legislation, passed in 1999, does not directly address bullying behaviors, but rather includes student misconduct issues such as hazing and harassment. The act directs each school district to adopt and implement a comprehensive plan on classroom management and to respond to disruptive behavior. The act also allows schools to suspend students for misconduct off school property. The act appropriates $10,000 to provide training on harassment and hazing.

Michigan. Michigan is currently considering more comprehensive legislative measures aimed at bullying, yet hesitates as it recently passed strong laws regarding school violence. House Bill 4746 remains under review in 2002 in the House Education Committee. The state board of education strongly recommends that schools adopt anti-bullying policies and has assisted with this effort by revising the student code of conduct. In addition, anti-bullying lessons have become infused into the Michigan standardized curriculum model, called the Michigan Model.

Connecticut. In 2001, the Connecticut legislature passed House Bill 7502, an act concerning expenditures for the programs and services of the Department of Education. The act requires the Department of Education to establish, within available appropriations, a competitive safe learning grant program to assist schools with a number of school safety programs, including those designed to eliminate bullying behaviors among students. This bill was extremely controversial in the state as it was spearheaded by members of the Parent Teacher Association of Connecticut, yet neglected to require schools to include parents in assisting schools with the development and implementation of the safe school programming. In May 2002, specific school bullying legislation, with steps to prevent bullying behavior, passed the House.

New Jersey. On June 24, 2002, the New Jersey legislature sent a bill to Governor McGreevey requiring each school district to develop a policy against harassment, intimidation, and bullying. Each district's policy must contain certain elements including definitions for acceptable and unacceptable behavior, consequences, and appropriate remediation procedures for reporting and investigating violations. The bill also requires the code to be incorporated into school employee training programs.

Oklahoma. Governor Frank Keating signed an anti-bullying law, which went into effect on November 1, 2002. The School Bullying Prevention Act orders school districts to devise specific plans to reduce violence and create a safer learning environment. Proponents of the legislation argue that investing now in efforts to curtail school bullying could save the state huge amounts of money by reducing crime and investigative, prosecutorial, and prison costs.

CONCLUSION

A great deal of energy has gone into the creation of new legislation designed to prevent bullying incidents in our schools. These initiatives are so new that empirical data regarding their effectiveness is limited. Some programs, including zero tolerance policies and student profiling, are controversial. Schools may question the effectiveness of the programs or feel they lack the staff or

funds to properly implement them. Others wonder if the new initiatives are an overreaction to the problem, or even a violation of students' rights.

Nonetheless, the trend seems to be toward mandating anti-bullying education. Schools, and in some cases individual staff members, face the possibility of legal action if they fail to intervene in a bullying situation and a student is harmed as a result. Clearly, the days of ignoring the school bully are finally over.

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BULLY PREVENTION

Bully prevention is one of the most important topics in schools today, and creating a safe environment has become an important goal for all educators. Only in recent years has bullying been recognized as having serious consequences for the students involved. The question is, how do educators prevent bullying? From identifying bullying behaviors to evaluating schoolwide programs, *Bully Prevention: Tips and Strategies for School Leaders and Classroom Teachers* discusses topics that assist school leaders and teachers in creating safe schools. Barton shows how to develop, implement, and evaluate an anti-bullying program, and she explains how to teach students to use the following methods when dealing with bullies:

- Social skills
- Assertiveness
- Conflict resolution techniques

Prevention strategies are essential when creating a safe school environment, and a number of strategies are outlined in this helpful book. Anti-bullying initiatives and sample anti-bullying programs are also discussed to give educators examples of how to deal with bullies in their own schools.

Elizabeth A. Barton, Ph.D.
Dr. Barton is the Associate Director of the Center for Peace and Conflict Studies at Wayne State University. She also teaches undergraduate and graduate psychology and education courses at Wayne State University. As a developmental psychologist, she has served as a national expert on school-based violence for more than a decade. She is a recognized trainer in violence prevention and diversity education and has provided more than 15,000 administrators, teachers, parents, and students with conflict resolution and violence prevention education. Dr. Barton was awarded a multi-year grant from the U.S. Department of Education to study the effects of violence on children's learning. She is the author of numerous publications including *Leadership Strategies for Safe Schools*.

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